

HISTORY 221, History of Western Civilization, Medieval Segment,
430-1517 A.D., Spring Semester, 1977, R.H. Trame, S.J.Prof.

Assigned Readings for the Course:

William Carroll Bark, Origins of the Medieval World, Abbrev. Bark
J.M. Wallace Hadfill, The Barbarian World, Abbrev. W-H
Christopher Dawson, Religion and the Rise of Western Culture, Abbr. Dawson
Maurice Keen, The Pelican History of the Medieval Europe, Abbr. Keen
George Clarke Sellery, The Renaissance, Its Nature and Origins, Abbr. Sellery

Course Content and Procedure

1. Lectures supplementary to the assigned readings will be offered. Note that in the schedule of classes, the readings assigned for any particular day should be read PRIOR to the class so as to provide the necessary background for the lecture.
2. Discussions, certain days noted on the schedule will be used to discuss the assigned readings. Participation by all is expected.
3. Term Project will follow the style currently used by Father Herbert Ryan, S.J. in his History of Christianity classes. You will receive an outline as to how to proceed. Term projects will be due complete on May 16, 1977
4. Examinations; a total of five hours for examinations will be provided: 2 in-class examinations of one period each, 1 take home examination, and the Final two hour examination. N.B. No "extra credit" work is given. No late assignments are accepted. An examination postponement or an assignment postponement will only be accepted if the individual requests the postponement prior to the day of the exam or due date. If a person is sick by chance on an examination day the telephone is handy to call 642-2721 and so notify of the situation. Special examinations are made up for this contingency. The material covered in one examination will not be covered again subsequently in another examination, hence each examination is equivalently a part of the total "final".

Attendance Policy. You are expected to attend class. Anyone who has more than 3 absences cannot qualify for an A; more than 5 absences disqualifies for a B; more than 8 a withdraw will be recommended as one cannot qualify for a C. Two tardies constitute one absence. Common courtesy demands that a student be on time; tardiness distracts both the professor and student; if tardy, sit in the rear of the class. An attendance sheet is passed around daily to sign in.

Grading Policy: Examinations 50% of the total grade
Term Project 25% of the total grade
General class participation 25% of total grade.

Anyone going into the last end-of-semester exam with a solid A in his previous examinations and term project will be exempted from the final examination. I regard C as indicative of average achievement, B as good work, A as superior and excellent. D is a passing grade in case you didn't know.

Geographical Knowledge: Learn the basic physical characteristics of the European continent, such as the mountain ranges, the great rivers, the avenues of commerce, the most settled areas, the barriers like mountain ranges, the seas, e.g. Mediterranean, Adriatic, Ionian, North, Baltic; various appendages such as the Jutland, Gibraltar, Calabria and Apulia, Brittany; islands such as the British Isles, large and small, Sicily, Sardinia, Corsica, the Balearics, Crete, Cyprus. Passages such as the English Channel, the Straits of Otranto, the Straits of Messina, the Straits of Gibraltar, the Skagarak. You will be examined on physical features connected with the course

Political Subdivisions: Familiarize yourself with the locations on the European continent of the places: England, Wales, Scotland, Ireland, France, Germany, the Netherlands, the Scandinavian countries, Poland, Hungary, Bohemia, the Balkin Countries, Italy, the Iberian countries as constituted in the Middle Ages. In addition we shall have occasion to mention various subdivisions such as Brittany, Lombardy, Aquitaine, The Midi (south France), Bavaria, Austria, Saxony, Swabia, Burgundy, Provence, Venice, Genoa, Pisa, Florence, Milan, Rome, Naples, Paris, Aachen (Aix-la-Chappelle), Frankfort, Mainz, Vienna, Toledo, Burgos, Córdoba, (accent on first syllable as any good Montalban should be able to tell you) Seville, Palermo, Athens, Amsterdam, Antwerp, Bruxelles, Ghent, Bruges, Cologne, London, York, Edinburgh, etc. Bologna, Oxford, Cambridge etc.

----- CLASS SCHEDULE. History 221, (Subject to change with due notice)
Class is on MWF at 9:10 a.m. My office is R 115, first floor St. Robert's Hall opposite the Registrar's office. I will be available to see you almost anytime you ask, however, since I am graduate dean my secretary may have to make an appointment for you on occasion. Feel free to consult me on any problem you have or for specific help.

Feb. One	Feb. 7 Mon.	Introductory remarks, Aims and Purposes, Assignments, Policies, explanations; The Advent of Christianity and the challenge to the Ancient World View. Western dymanism. Dawson Ch. 1, W-H, Chapter 1; Read as soon as possible after initial class
	9 Tues. "L"	The Building Blocks and foundations of the Middle Ages. The Roman ideal of unity, classical culture, Humanism, the Universal (Catholic) Church, The Barbarians. W-H Ch. 2, Dawson 1
	11 Fri. "L"	Toward a New World View; the vision of Augustine and Pope Gelasius I. The city of God and the city of Man. W-H. 2 Dawson 2
Two	14 Mon "D"	The Failure of Roman Leadership; why did the empire fall? Bark 1-3 incl, Dawson Ch. 3. DISCUSSION
	16 Wed. "D"	The Medieval Metamorphosis, Bark 4-5, W-H 3-4, Dawson 2-3 incl. DISCUSSION
	18 Fri. "dL"	The Germanic Monarchies. Transition in chaos; the new peoples W-H 3-4, Dawson 2-3 incl. Discussion-lecture
Three	21 Mon.	HOLIDAY, Washington's birthday.
	23 Wed. "dL"	The Carolingian Achievement, The first new Christian order W-H 5, Keen 2, Dawson 4. (Remind Father of Study Sheet to do)
	25 Fri. "AV"	THE FROZEN WORLD, Audiovisual. Clark Civilization Film series #1 (Place to be announced--probably St. Robert's Auditorium)
Four	28 Mon "E"	The Feudal World: Order out of chaos. Keen Ch. 3 A Study Sheet will be provided in lieu of upcoming exam.
March		MARCH
	2 Wed. "dL"	The Germans created a new "Christian" State: Universalism and Empire. Keen Ch 3-5, Dawson 8.
	4 Fri. "dL"	The Reform Movement of the 11th Century: Cluny, Lorraine, The Peace and Truce of God. "Gregorian" reform, Ideals. Keen 5 Dawson 7
Five	7 Mon "E"	EXAMINATION. All materials from 2/7 to 3/4 incl in the text. Regular period, period time: 50 minutes.
	9 Wed. "dL"	The Investiture Struggle: A fight for the freedom of the spiritual order. Dawson 7, Keen 4 and 5,
	11 Fri "dL"	The Awakening of Europe: Agricultural, economic, URBAN revolution The Medieval City. Keen 6, Dawson 9

Class Schedule H 221, Cont.

MARCH

- Six 14 Mon. The Great Thaw, Audio Visual Lecture, Clark Civilization series Keen 6 and 7, Dawson 7
 "AV"
 16 Wed. The Intellectual Awakening of the 11th to 13th Centuries
 "L" Abelard, the Scholastic Method, Aristotle, Science.
 Keen 7, Dawson 10
 18 Fri. The Rise of Schoolman: Philosophical and Theological
 "L" Revival. Problem of Faith and Reason.

- Seven 21 Mon. The Rise of the University: Medieval schools, monastic,
 "dL" cathedral etc. The faculties, the colleges, Dawson 10
 Keen 11
 23 Wed. The Phenomenon of the Crusades, Europe and the East
 "dL" Keen 9 and 13

- 25 Fri. Romanesque architecture and art, AV lecture presentation
 "AV" Location to be announced.

- Eight 28 Mon. The Medieval Catholic Church and the Papacy, Centralization
 "dL" and universalism. The Church as civilizer. Keen 12-13
 Dawson 7, Sellery 3. Remind Father of Study Sheet prep.
 30 Wed. Romance and Reality, AV Class, Clark Civilization series
 "AV"

- APRIL 29 Fri. The Religious Crisis of the Middle Ages: Protest and Heresy
 "L" Donatism and anticlericalism, Albigensians and Waldensians
 Dawson 11, Keen 10 Study Sheet to be available.

- Nine 11 Mon. The Problem of the Inquisition, A world view; toleration and
 "L" conscience. Dawson 11
 13 Wed. Rise of the National State; development of a new order
 "L" Keen 8, 14
 15 Fri. EXAMINATION or class, to be determined.

- Ten 18 Mon. EXAMINATION if not on Friday. All materials for exam from
 "E" March 9 thru ~~March 11~~ April 11 incl.

- 20 Wed. The Rise of the National State cont. France: Philip IV
 "dL" and Boniface VIII. Keen 14-15 incl

- 22 Fri. Representation and Conciliarism: new trends in medieval
 government. Keen 15 and 19

- Eleven 25 Mon. Women of and in the Middle Ages
 "L"

- 27 Wed. Gothic Art, Architecture AV Lecture. Place to be announced
 "AV"

- 29 Fri. Gothic Art, Architecture, Glass, AV Lecture, Place to be ann.
 "AV"

- twelve MAY 2 The Fourteenth Century, Crisis, War, Depression; Transition
 "dL" New intellectual trends, mysticism etc. Keen 16, Sellery 2
 4 Wed. The Problem of the Renaissance, Sellery 1 Discussion
 "dL"

- 6 Fri. Government and Politics as background to The Renaissance.
 "dL" Sellery 2 Discussion-lecture

- 13th 9 Mon. Dante, Petrarch, Boccaccio, Triumph of the Vernacular, the
 "D" Greek Renaissance, Sellery 4-6 Discussion

- 11 Wed. History, Philosophy and Philology, Sellery 7-9 incl
 "D"

- 13 Fri. Man the Measure of All Things, AV lecture Clark Civilization ser.
 "AV" Place to be announced. OR Monday's material today and today's
 on Monday and XI (10 and 11)

- 16 Mon. Fine Arts, Sellery X, Discussion. or change with Fri.
 "D:"

- 18 Wed. The Late Medieval Church and Christian Life. Keen 19

- 20 Fri. Europe on the Eve of the Reformation, Lecture.

FINAL EXAM. May 23, Monday, 8:10 a.m.

Comments and Hints:

Some of you are in the class because you are interested in it as an elective and others are in it to fulfil a requirement. I hope that my initial class comments will serve to convince the student of the vital importance of history and more precisely the history of our own civilization in any liberally educated person.

History-- it is a matter of knowing movements, persons, peoples, etc. and all of these are in the context of a particular time and place. No one can be said to know history unless he has a grasp on the fundamental facts. Now much as we may find it unpalatable this involves a knowledge of "dates" a bugbear for so many. Obviously insistence on dates can obstruct the wider sweep of affairs, ideas, and movements, but just as certainly an innocence of any dates is just as destructive of achieving a basic knowledge of history. Man is a creature of time and space; he cannot be adequately understood unless he can be related to the context of that time and space--- so facts and dates are necessary.

Study: The more one studies actively the more the material is going to stick. Mere reading of a chapter or book, unless you have the memory attributed to those possessed of a "photographic memory", is useless. The material must be absorbed. Underlining with transparent colors may serve to show where the highlighting may be on a page, but is not likely to adhere to the memory. When you have finished a chapter or a passage or a particularly difficult passage, stop, write out your summary of it and then return to the reading to see how well you were able to summarize. It is amazing how well this works. If an important date or place or person arises, have some small "language study cards" cards available to put the entry on one side and the enlightenment on the other. Test your memory, train it, by taking a short walk and turn them over in your mind and in your hand.

Class: Use a notebook of what size is convenient. Write your notes on the right side page, and then after class fill in as best you can the materials you could put down as as memory serves on the left page. Then supplement with reading materials you come across. Or if note-taking bugs you in class, then put down the substance of the lecture or points of discussion as soon after class as you have a free moment. Do not let it simmer too long--it may boil away.

Exams: Do the objective segments quickly and do those you know, not lingering over the one's you don't recall immediately. Return when you have finished, if you think it beneficial. For essays, THINK before you write. What is the point of the question? What is asked? Read and understand the question; ponder it briefly and think what you intend to say. Then write it up concisely and as succinctly as possible. Don't read the question in a hurried fashion and then ride off in all directions at once. Cramming is no help: a good night's sleep/

Discussions: Don't be afraid to hazard an opinion in any discussion. But at the same time try to base it on the readings upon which the discussion is proceeding. The quiet person is assumed not to have read the material normally.

If you don't understand a point, hoist your hand and ask for an explanation or a rerun. If you don't know what a word means, ask me or look it up in the dictionary; a most beneficial means of expanding your vocabulary. Once learned, use it a few times even at the risk of seeming pedantic initially. Learn to enjoy speaking English with some flare and variety.

and a fresh mind is generally more likely to produce results if the person has kept abreast of the class.

TERM PROJECT

Purpose: The term project has as its goal to give the student practical experience in the method of historical research. This method is based on certain steps, viz., 1) Gathering general knowledge of a given topic 2) isolating the best secondary sources on the subject 3) finding and reading the primary sources, if possible; 4) constructing a research hypothesis on the basis of the material gathered, isolated, found, read, and appraised-evaluated. N.B. primary sources would be materials contemporary to the person researched such as things written by him or about him by his contemporaries: secondary sources are all the books and articles written about him and his times after his period, e.g. a life of St. Francis written by a modern Franciscan rather than a life written by say Brother Elias a companion of St. Francis.

Length 8 to 10 double spaced typewritten pages (including title page) or in terms of number of words presuming 350 words to such a page about 3000 words. If one doesn't type one can secure help here or turn in a neatly pen (not ballpoint) written produce according to form.

Procedure Choose a person (connected with the subject matter of this course. Go to the New Catholic Ency or some Encyclopedia and read article on person and note bibliography.

Copy out the bibliography at the end of the article in the Ency. Check this bibliography against other bibliographies that appear at the end of the article on this person in other encyclopedias. Note those books and articles that recur in most of the articles in the other encyclopedias (Careful of date of publication.)

Place the latest books and articles as well as those listings that frequently occur on 4/6 cards. Place cards in order and type the bibliography according to the format prescribed in Kate Turabian's Manual for the Writers of Dissertations, (a paperback reduction of the Chicago Manual of Style.)

Read selectively from your own bibliography. Make a journal or brief diary of ideas that you find in the books and articles you read.

On the basis of your reading choose a topic concerning the person that deals with a problem or disputed point in the historical understanding of this person. This problem may be some inconsistency or difficulty that you have in understanding the person you have researched.

Terminate your journal or diary with a paragraph expressing this problem. Explain in this paragraph(s) why this problem interests you. In the last sentence of this paragraph express the problem in a title (you would use if you were going to write up the paper). Type (or very neatly write) out the journal.

Type out the title page according to the Turabian format.

End Product: The finished term project consists of 1) title page 2) the Bibliography (N.B. it is not expected that you will read all the titles you list in the bibliography) 3) journal or diary.

NOTE Examples of Term Projects that have received the grade A are available for inspection in my office.

Request Please type or write on regular 8 1/2 X 11" bond paper; not on "easy erase" paper. This type of paper cannot be xeroxed and I xerox the best papers and retain them for future classes.

Dates The following is the 1977 Spring Schedule for the Project.

Topic must be chosen by Feb. 18

Initial Bibliography to be submitted for comment March 18

Finished Product due on May 6 by 5 p.m.

List of Topics for Term Project.

If you have some person in mind other than on this list you may pursue it provided you get it approved ahead of time; some persons may not have much viable materials on them. You may if you wish choose something another person has chosen, but then you will probably run into problems with mutual use of materials.

Person

Person selecting

The Emperor Justinian (Byzantine)	_____
The Emperor Heraclius (Byzantine)	_____
Lewis the Pious (Charlemagne's son)	_____
Alcuin of York (Charlemagne's minister)	_____
Eleanor of Aquitaine (Queen of England)	_____
Blanche of Castile (Mother of St. Louis)	_____
Peter Abelard (thinker-philosopher)	_____
William the Conqueror (King of England)	_____
Pope Nicholas I (9th century pope)	_____
The Patriarch Photius (Byzantine)	_____
St. Anselm of Canterbury (Archbishop-theologian)	_____
St. Gregory VII, Pope (11th century pope)	_____
Pope Alexander III (12th Century canonist-pope)	_____
Emperor Frederick Barbarossa (German Emp-12th Cent)	_____
St. Louis IX, King of France (13th century)	_____
St. Thomas Becket, Archbishop of Canterbury	_____
Alfonso X, the Wise, King of Castile	_____
Emperor Frederick II, Stupor Mundi (the wonder of the world)	_____
Abbot Suger of St. Denis, Royal minister)	_____
John of Salisbury, bishop and humanist	_____
St. Clare of Assisi (companion of St. Francis)	_____
St. Dominic de Guzman	_____
John Wycliff, English heretic	_____
John Hus, Czech heretic	_____
Peter Waldo, the Poor Man of Lyons, heretic	_____
Petrarch, Renaissance humanist	_____
St. Bonaventure, theologian-mystic	_____
Roger Bacon, friar-scientist-thinker	_____
Robert Grosseteste (Bishop and theologian)	_____
St. Hugh of Cluny, Abbot	_____
Pierre Dubois, political philosopher	_____
King St. Ferdinand III of Castile	_____
Francesco Sforza, condottiere Duke of Milan	_____
Henry Dandolo, Doge of Venice	_____
King Louis XI, the "Spider King" of France	_____
Pope Innocent III, Administrator par excellence	_____
Charlemagne	_____
The Spanish-Arab philosopher Averroes	_____
Siger of Brabant, philosopher	_____
Pope Boniface VIII	_____
Otto of Freising, historian	_____
Marie of France (and the Courts of Love)	_____
King Philip Augustus (II) of France	_____
St. Bridgit of Sweden	_____
John Tauler, O.P. mystic	_____
Blessed Henry Suso, mystic	_____
William of Occam, philosopher	_____
Marsiglio of Padua, philosopher	_____
St. Anthony of Padua, scholar-preacher	_____
St. Catherine of Siena, mystic	_____

I have a real interest in
the men who were involved in the
Reformation. What was it that
caused them to break with the church,
apart from all the biases given
by both the Protestant and Roman
churches.

Some helpful hints on how to have or to develop a full and useful study day

1. The prime factor in success is to have or to develop a sense of self-discipline, and responsibility toward your objectives, and to subordinate everything else to your goal.
2. Each semester you work out a class schedule; equivalently you should then work out a study schedule, a relaxation schedule, a recreational schedule. But the study schedule is primary. It may at first be a hit and miss affair, but once you have settled on the study schedule, then the self-discipline comes into play in adhering to it. Of course I have taken into consideration such things as sickness, headaches, etc. But merely not feeling like studying is to be checked out against your sense of self-discipline.
3. Calculate the amount of sleep you require to do your work well--whether it is six, seven, or eight hours. Then adhere to that and set the alarm to rise. On a weekend if you wish, you can "sleep in", but you will soon come to realize that if you sleep too much you will feel drouzy all day.
4. Calculate the amount of recreation your person requires, whether in conversation, in entertainment, etc. So much time is wasted by students, say between classes when they goof off, whereas a sense of self-discipline would apply the pressure to capitalize on the time available to get in some study, to do some needed shopping, to get the laundry done, or to do other chores.
5. Set up an horarium, i.e. what you are going to do day by day. Take your class schedule, the time of meals, and then fill in the rest with such jobs as "study" "exercise" "recreation" "housekeeping details" etc. But by all means, don't leave it to your memory--write it down and then determine to adhere to it. You will be amazed at the amount of time you have in a day. E.G. if you have five hours of class on a given day, there are still 19 left. If you determine that seven hours is the needed amount of sleep you require, that leaves 12 hours; if you determine you require an hour of exercise, that leaves 11, then there are meals which we will presume consume a half hour each, that leave 9 1/2 hours to work with: What will you do with these 9 1/2 hours? On Monday (or say Sunday evening through Friday afternoon, you have five days in the week with at least 9 hours on a five hour class day to spell out. Suppose you have on Tuesday or Thursday 3 hours of class: Calculate the time available. But you say I work 15 or 20 hours a week. Calculate in the time of work. Then you have weekends. My suggestion is that you can so order your time that you can take a full day off, or perhaps two afternoons. My point is that without a proper horarium, you will if you are honest come to the conclusion that you really without it waste an incredible amount of time. Here is where the self-discipline comes in--time for study, so I cut off exercise or conversation or cards or whatever and buckle down. You will be ~~amazed~~ amazed at the amount of self-control it takes but you will also be amazed at the amount of work you will get done.
6. When you study, devote yourself to it, however best, in quiet, in concentration, in self-discipline. After two hours, get up for five or ten minutes and move about to refresh yourself. Set up an horarium of study in terms of your class schedule, so that your study day is apportioned out to fit the demands of class preparation upcoming. Don't allow yourself to be disturbed. Even hang out or post a "Please do not disturb sign" and make callers respect it. A telephone can be an immense time waster particularly if it is from or to the one and only. The key word is "self-discipline". It takes a lot of intestinal fortitude to achieve good study habits which are based on Self-discipline. For those who are motivated by the possibilities during Lent of doing some penitential exercise, nothing is better than exercises in self-discipline.
7. Don't be rigid. You have to take into consideration unexpected exigencies. So be sufficiently flexible, but not flabby. The rewards for the above are life-long.

History 221, Western Civilization, Pt. 1. Fr. Frame's Course

Terms:

German Barbarians: Barbarians, Those Teutonic peoples who broke into the Roman Empire beginning at the end of the 4th Century.

Visigoths: West Goths, who from Scandinavia had settled in southern Russia and who in 376 entered the Roman Empire, and ultimately settled to establish a kingdom in Spain, where it lasted from 418 to 718. Originally Arian, they became Catholic at the end of the sixth century.

Ostrogoths, East Goths, settled in the area of Panonia (modern Yugoslavia) and Italy. Their tenure in Italy was short lived and their kingdom centered in the city of Ravenna on the Adriatic Sea was destroyed after 20 (29) years of warfare with eastern Roman Armies. Theodoric was their great king.

Lombards, a tribe which entered Italy after the Ostrogothic kingdom had been destroyed. They sustained an independent existence until they were conquered by Charlemagne, who took the title King of the Lombards. They flourished in the 7th and 8th centuries. Mostly in Northern Italy, but creeping into central and southern Italy.

Burgundians, a Germanic people settling in Provence and Switzerland and who were conquered early on by the Franks.

The Vandals: ultimately settled in North Africa (modern Tunisia) and became the only Germanic people to become accomplished seamen. Conquered Africa by 439, sacked Rome from the sea in 455, and were destroyed by the east Romans in 532.

The Angles: Germanic tribe from Denmark (Jutland) who settled in the eastern and central areas of modern England.

The Saxons, Germans from what is today the lower Rhine region who settled the southern area of England from Kent to Cornwall. Ultimately the West Saxon kingdom (Wessex) united England into an unified monarchy.

The Franks: divided into two groups, the Salian or Saltwater Franks, and the Riparian or River Bank (Rhine dwelling) Franks. The Salian Franks became the ancestors of the modern northern French. Clovis I (Louis) was baptized Catholic in 503 and the Franks commenced the conquest of the Arian Visigoths and Burgundians. Ultimately they will under the Merovingian dynasty conquer what is today all of France, the Netherlands Western Germany, and northern Italy. From the Franks are descended the Germans and the French. The Franks became the most important and enduring group of Germanic Barbarians to settle.

WERGELD was the term used to designate the personal value attached to one's person; the value varying in accord with one's status in society. It was the price one paid to compensate for ##### injuring a person. If A injures B who is a noble, he must pay B's ##### Wergeld; whereas if A injures C who is a serf the Wergeld will be much less. The monetary value attached to one's person.

Merovingian: the Frankish dynasty who ruled from Clovis I to the deposition of Childeric III by the Carolingian Pepin the Short, who established the Carolingian dynasty which takes its name from Charles the Great, or Charlemagne (Carolus being the Latin form of Karl, Charles, Carl etc.)

Austrasia: the eastern portion of the lands owned by the Carolingians: Neustria, the western portion of these lands.

Romanesque: That style of architecture which prevailed from the 10th through the 12th century; chiefly monastic; depending on the rounded arch, the barrel vault, the ribbed vault, and heavy thick walls. Essential orientation is horizontal.

Gothic: applied to the style which developed in the Isle de France around 1140 and which utilized as the essential structural device the ogival vault, often called the ribbed vault, together with the pointed arch and the flying buttress

Parts of the Cruciform Church

Cruciform: in the form of a latin cross; orientation: facade west, sanctuary east, transepts north and south.

basilica: the form of church developed in Ancient Roman times out of which grew the medieval type.

Facade: the front wall of the church pierced by doors etc.

narthex: the term for the vestibule

nave: the main body of the church (ship) wherein the congregation was

crossing: the area where the nave, the transepts and the choir met

choir: the area of the church we usually call the sanctuary with its stalls for the canons or monks to chant the office, the altar etc.

transept: the arms of the church body corresponding to the cross beam of the cross

Apse: the very rear of the church, whether a flat wall or a circular form.

Tympanum: the arched area above doors to the top of the entrance arch

fleche: the small tower surmounting the crossing.

Arcade level: the level of elevation of the wall from the floor of the church to where the pillars meet the upper wall

Triforium: the gallery level of the wall elevation forming a horizontal second story. Sometimes called a "blind" triforium, if there was no actual gallery or windows opening into the church from it.

clerestory: the upper wall elevation, which in Gothic Churches was filled mostly with windows.

lancet windows: long narrow windows, generally piercing facade wall

capitals: the pediment stone at the top of the arcade pillars which served as a broadened resting place for the weight of the upper wall.

Ogive: the ribbed vault which in the Gothic especially carried the weight of the ceiling. In the construction of the gothic church it formed the essential and weight-bearing skeleton of the whole building.

flying buttress: a device for carrying the wall or roof weight off the building walls and to the ground through external pillar and buttress. Used in Romanesque, but generally not in external view. Both an engineering and aesthetic device.

West Front: the front or facade of a Medieval church, which was oriented east-west. So the North or South porches would be the transept porches, or side entrances

The Rose: The large round windows over the main doors of either the West Front, and/or the Transepts. The arose out of the idea of the wheel or fortune, but because of the tracery they evolved to seem like the petals of a huge rose.

Tracery, the stone connecting lines or filigree connected with Gothic rose windows or other decorative elements.

crypt: the "basement" of the church, which really functioned as the foundational storey of the building.

cloister: a square roofed walkway around a garth (garden) where in the canons or monks attached to the service of the church walked, recreated, or meditated. Often of elaborate architectural and decorative design.

Periods of Gothic Architecture: Classic during the 12th and 13th centuries:

Decorated: 14th century and later and Flamboyant, of 15th century and later. These two styles are generally considered indicative of

decadence

General: The matter of the assigned readings will be subject to questions in the examination. The sheets I provided with questions relating to the readings and the IV lecture will be of help.

Terms: Be able to discuss the significance of the following terms & or to identify them in an objective test:

Augustus Caesar, The Five Good Emperors (as a group) the "Golden Age" of Rome, Diocletian, Constantine, Salvian, the coloni, the curiales, the potentiores, Augustine, Pope Gelasius I, the City of God, the Henoticon, Visigoths, Ostrogoths, Burgundians, Angles, Saxons, Franks, Vandals, St. Benedict of Nursia, Gregory I the Great, the Vulgate Bible, St. Jerome, Rule of St. Benedict, St. Columbanus, St. Boniface, Pepin the Short, Charlemagne, Lewis the Pious, Alcuin of York, Gregory of Tours and the History of the Franks, Carolingian or Caroline Minuscule, Irish Uncial, Book of Kells, Lindisfarne Gospels, The Admonitio generalis (General Admonition), the Capitulary De Villis, Hincmar of Rheims (Reims) Raban Maur, homage, fealty, fief, honor, benefice, vassal, proprietary church, monasticism, monastery, abbot, abbe, abbess, Henry I the Fowler, Otto the Great, The Saxon dynasty, Henry III, The Salien dynasty, ministeriales, the five great German duchies (Saxony, Lorraine, Swabia, Bavaria, Franconia (Thuringia)) and their locations, Battle of Lechfeld and date. Christmas Day 800, Cluny, Abbey of, immunity, Humbert of Silva Candida, Bruno of Toul, (St Leo IX), simony, celibacy, investiture,

Questions which will serve as a basis for an essay or for shorter answers essay style

How does Dawson account for the dynamism of Western Civilization? What did the advent of Christianity imply for the Ancient World view of the relationship between the spiritual-temporal, or the secular-sacred? What texts in the New Testament gave rise to much speculation respecting the Christian's relation to the Roman Empire (the state)? How did the Fathers of the Church grapple with the problem: some solutions? the idea of "Divine Right" and office? the nature of the state and original sin? the goodness or badness of the state? necessity or not? What role did the ideal of Roman Empire and Roman unity play? the Roman imperial office, especially after the conversion of the emperors. Why did Augustine write The City of God? How did he come to view the Church's role: the future nature of Christian Society? the rule of the temporal power, of the spiritual power: What was his "functional" concept of the new society? What did he understand by the "city of God: city of man"? What occasioned Pope Gelasius I's letter to Emperor Anastasius? What did Gelasius state? Why important? What caused the irruption of the "barbarians" into the Roman Empire. Where did the various groups settle and why? Why were the Franks to loom so much larger and important than any of the other Germanic tribes such as Visigoths, Burgundians, etc. What was unique about the Vandals? Why is King Clovis important from a symbolic point of view? What was the nature of German kingship, of the German "state"? Why was the monarchy weak? Importance of the Franks becoming Catholic rather than Arian? Why did the new Christian civilization specifically as such commence in Ireland and in Anglo Saxon England? and in the papal city of Rome? Some characteristics in essentials of this new culture? How imported to the continent? What was the role of Pepin in creating a new Frankish thrust in 751? Why the importance of his "coronation"? What are the political achievements of Charlemagne? his cultural achievements? his view of the imperial position and of his position in this new Christian Society? His view of the "church?"

What is the significance of Charlemagne's coronation in the year 800? in itself as a contemporary event? and with respect to the future? (Cf. opinions in Wallace Hadrill). What of the overall achievements of this great man? What was the idea of the "Imperium Christianum" and why was it to be a failure? Who promoted it? Why was it not realized in spite of the mind of Lewis (Louis) the Pious? What is the significance of the Treaty of Verdun in 843? Why was the Treaty of Verdun the ultimate foundation of the strife between Germany and France until almost the present? What accounts for the internal weakness of the Carolingian (Carolingian) "state"? What accounts for the external weakness? Who were the "Vikings", the Northmen? Where did the Swedes go? the Norwegians, the Danes? Their character and accomplishments? How did the confusion of the time in the 9th and 10th centuries diminish the power of the monarchy? What forms of organization or political entities resulted? What do we mean by feudalism? How universal was it as classically described? What brought about the "feudal" character of society? Show how the terms benefice, homage, investiture, fealty, primogeniture are all connected? Why was a female unable to inherit land? How did feudal society circumvent this restriction? What is meant by the usufruct of the land? Who owned the land? Why did the nobles attempt to retain possession of the fiefs they had? How did they increase their family wealth? the concept of feudal marriage?

Why are the Saxon and Salian dynasties significant in the general development of Western civilization? Did they create a "state"? How did they rest their power on the use of the Church, of bishops? and why? What were some of the inherent strengths and weaknesses of these dynasties? How was the monarchical power enhanced a) by the use of the ministeriales b) the building of castles c) the discovery of the Harz silver mines? Could Germany be considered a well-run land in 1053? The tragedy of the early death of Henry III.

What is so significant about the general reform movement in the Church of the 11th century? Why was the founding of Cluny significant? What were the general ideals of the reformers from Lorraine? Why were their ideals summarized under the ~~German~~ terms "simony" and "celebracy"? What was the Peace and Truce of God? What was the significance of the election of Bruno of Toul as Pope Leo IX. Why was the death of Henry III in 1053 providential for the spiritual reform movement in the Church, and a great blow to the development of the German monarchy?

What was the "imperial" ideal of the 10th and 11th centuries? Why did the German kings seek imperial coronation? What was the role of Emperor?

STUDY SUGGESTIONS: Take the terms above and put them on "language cards" with term on one side and answer on the other. When done find a pleasant place to walk and go over them. For the Essay questions take one or any group of them that are connected and re-read your notes, your book in the significant place, and then sit down, close up your notes and books and write out the answer? then compare it with the book and notes, make corrections, and write out a brief summary as you can; if you wish compare your lucubrations with someone else's in the class and then study these over. Or get together with some from the class and quiz one another on the matter.

Finally, don't cram the material next Sunday night? By that time it is too late? The best disposition to come to class for the examination is to have a rested and clear head. A good night's sleep before an exam is better than a fuzzy crammed head. And don't forget to bring a BLUE BOOK for the essay, or essay questions.

History 221, Spring 1977, Fr. Frame

The following are some questions which highlight what I will be looking for in the various books initially assigned for readings in the course: the books being, Dawson, Bark, and Wallace-Hadrill

Why is it so much "easier" and yet more complex to study Western Civilization's development over others older or equally old?

Why is it so important to take into account the religious factors in the development of Western Civilization?

Why are we in a better position now to be objective about this study of Western Civilization?

Why is it that Europe alone among the civilizations of the world has been continually shaken and transformed by an energy of spiritual unrest that refuses to be content with the unchanging law of social tradition which rules the oriental cultures?

What role did the Church play in the formation of the new civilization of the early "Middle Ages"? What is meant by the term "Middle Ages" or as in German and French "Middle Age".

What distinguished the new Western Civilization from that of the Near East (Christian) or of Byzantium?

Why did the Catholic Church find it difficult initially to deal with the new Germanic peoples (commonly called "the Barbarians")?

Where did the new formed Western Christian civilization really begin and take root? What role did the lives of the saints play in the formation of the West? How did the liturgical innovations of the Father effect the development of Christian civilization?

What was the basic problem faced by the Roman Empire when confronted by the threatening invasions of the Barbarians? Military? Economic? Agricultural? Why was Arianism so important in the problems faced by the Roman Empire in its relations with the Germans? Why was Christianity slower in getting a foothold in the West? How was Christianity at variance with accepted ideas say in St. Augustine's time? Contrast St. Ambrose and Symmachus? What relationships existed between the German invaders and occupiers and the resident Roman population in the West? What were the Germans like the Visigoths looking for? What made the Vandals different? Why did the Bishops of Rome emerge in the confusion as leaders? What really happened when Romulus Augustulus was dethroned in 476? Really important? What was Theoderic the Ostrogoths problem? Explain Justinian's attitudes and his position respecting the reconquest of the West?

Why does Bark title his book "Origins"? When did the classical civilization end and the Middle Ages begin? Theories? Who was Henri Pirenne? What Mahomet and Charlemagne? What is the Pirenne theory? Why important? What critique does Bark make of it? His points? Why do you think Bark treats Pirenne at so much length? What political factors contributed to the loss of Roman leadership? the economic and social differences between "East" and "West"? Inflation? taxation? Who was the "colonus" the "curiales", What the "adaeratio"? What the plight of the curiales? Who the "potentiores"? Why were they strong? How did they defy the government? What or how did the "natural economy" promote the "patronage system"? What is the significance of Salvian's *De gubernatione Dei*? Digest Bark's Chapter 3 and esp his segment "The Beginnings of a new society" pg. 61. Are we to lament "the decline and fall of the Roman Empire"? Why or why not? What does Bark see as the beneficial aspects of the so-called "decline and fall"? Why did the West develop differently than the "East"? Compare Bark's views with Wallace-Hadrill's and Dawson's? differences and likenesses. (Another sheet is forthcoming for Bark 4 etc.

Terms to be known, or to know the significance thereof: Names:

Investiture Struggle: Gregorian Reform, Canossa, Gregory VII, King Henry IV of Germany, the Concordat of Worms, Peter Abelard, Averroes, St. Bernard, Latin Averroists, Universals, Aristotle, the Scholastic Method, Universitas, Cathedral School, The Trivium, the Quadrivium, Irnerius, Gratian, The Decretum, College, St Thomas Aquinas, U. of Paris, U. of Bologna, Crusade, the Levant (Palestine, the Holy Land) Romanesque (and any applicable terms on the special sheet provided) basilica, mosaic,

You will be responsible for the following readings: Dawson, Chapters # 7,9,10, and 11, and Keen Chapters 4,5,6, 7, 9, 11, and Sellery Chapter 3.

Essay material.

When we speak of the Investiture struggle, what is the main thrust of the Church's (the Papacy's) efforts? To secure what? Why was the German monarchy so strong in its opposition to the Gregorian Reformers insistence on the matter of the prohibition of Investiture.

Why was the rise of the towns (cities) so significant in the development of Western Civilization. Characterize a "commune" in the general meaning of the word? What was a Merchant Guild, a Craft Guild? What were the great Fairs, Why was that of Champagne so important and the greatest of these. Explain why some old episcopal cities became large towns, whereas others remained only seats of the bishop. What was the meaning of the saying "town air makes one free." Why was it necessary for the towns to pursue self government and to have a series of special laws.

What particular philosophical problem did Abelard confront? What is the question of "universals"? What was the nature of the Cathedral School and why is it more the ancestor of our current Liberal Arts college? How did the University grow out of the Cathedral School? What is an "universitas". What is the difference between the northern University and the Southern university? How did colleges develop?

Why did the advent of Aristotelian philosophy pose the question of the relationship of Faith and Reason. How did Averroes, the Commentator, resolve the problem? in the context of Islam? How did the Latin Averroists confront the problem? How did St. Thomas Aquinas confront and present a solution to the problem? What does St. Thomas' solution tell us about his respect for the capacity of the mind to know truth?

Why was the late 11th century a particularly apt time for the Papacy to summon knights to engage in a Crusade? What were the factors which motivated the Franks (as Western knights were called) to go on crusade? What was the significance of the First Crusade? of the Fourth Crusade? What were some of the reasons offered why a person could engage in crusading warfare? How do the Crusades help us to understand something of the medieval mind?

What are some of the architectural features characteristic of Romanesque architecture? Why called "Romanesque"? What is a dome on pendentives? What is a barrel vault? What is the vault to begin with? Characterize some of your impressions of Romanesque sculpture?

What were the ideals of the Gregorian Reformers for the Church and the role of the papacy. Why the administrative centralization of the Church in the 11th and 12th centuries? What evidence do we have for the tremendous religious enthusiasm for these centuries? the orders? the Mendicants? the Church's ability to adapt to situations? Differences in Feudal approach to spirituality and Franciscan approach? the cult of the B.V.M., the Mass Included will be the materials for April 11 and 13 classes which I will provide specially.

What does Clark mean by civilization? A settled way of life with sufficient leisure to pursue the arts, but especially to be able to record in books the life of the times. It requires something more than art and artifacts who however skilled may not be civilized, e.g. the Vikings with their long boats, their carvings, etc. Significance of the Pont de Garde over the Rhone

Why do civilizations come to an end? Exhaustion, boredom, warfare and attack from the outside, etc.

Why is civilization preferable to barbarism?

Why did civilization commence in the remote parts of Ireland such as the rocky island shown? Why in Iona? Where is Iona?

Why do illuminated manuscripts give evidence of the beginnings of a new civilization? Writing, books, records etc.

How do we differentiate the art of the Barbarians, Vikings, even the Anglo-Saxons with their gold and cloisonne enamel work from the art of the Apollo of the Belvedere? of the Greeks

What are some of the differentiating characteristics of the new art from the classic Greco-Roman. The arabesque work?

Madia Sophia (Holy Wisdom)/

What about "the image of man" as seen in the primitive illuminated manuscript and in the Apollo?

What role did San Vitale of Ravenna, that octagonal church of the Byzantine period have in the formation of Western Art, especially Charlemagne's chapel at Aachen?

What role did Charlemagne have in the formation of Western Civilization?

What was his ideological contribution? What signs in his life that he was becoming "civilized" and his age was becoming civilized? the writing? the scribes--monkish or otherwise? the Chapel and its decorations: the throne?

What was the danger in Charlemagne's being crowned by the pope--the pope claimed superiority over him by giving him the imperial office? What did Charlemagne advise his son to do in this respect? What does Clark say about the "desirability" of this confrontation between the secular power of Charlemagne and the Emperor, and the priestly power of the Church?

What is the significance of the Cross of Lothaire? the decorated side? the plain silver side? Why is the silver side with its etching of the crucifixion so important? What does it tell us about the 10th century's views of the Christian message as differing from the early Roman Christian age? What does it signify in terms of the development of a sense of civilization in the 10th century? Feeling? accord with the human?

What can be said of the vital contribution of the Vikings? Were they contributors?

What does Clark say took place between the dismal life on the rocky Irish island and on Iona, and the chapel of Charlemagne, the cross of Lothaire, the ritualization of the Mass? Significance? Did you observe that the priestly vestments are pretty much the same in the 10th century as in the 20th? Yet how our ritualization of the Mass has changed since then? We shall observe this more.

The music--Gregorian Chant, the most perfect ritual music ever conceived in our civilization--monophonic free rhythmic music of extraordinary union with the words it expresses and perfectly fitted to the ritualization of the Mass so that the Church has never forgotten its heritage in this and still holds it up as the ideal of music for the Latin West.

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HISTORY 368 221. Western Civilization: Final Examination Study Sheet. All materials on the syllabus from April 20 to May 20. Inclusive.

The following chapters in the assigned readings are assigned for the examination:

Maurice Keen, History of the Middle Ages, Chapters 14 thru 19
All of Sellar's The Renaissance.

TERMS: As have appeared in the classes up to May 13 incl. Those in the week May 16 thru 20 will be taken from class emphasis. The National State, nationalism, the Norman dynasty of England, Personal monarchy, popular monarchy, William the Conqueror, Henry I, Henry II, writs, Domesday Book, Philip II Augustus of France, Louis IX of France, Philip IV of France, legists, Pope Innocent III, Pope Innocent IV, Boniface VIII, Pierre Dubois, Marsiglio of Padua, Defender of the Peace, The Recovery of the Holy Land, parliament, House of Commons, Magna Carta, representation, conciliarism, Eleanor of Aquitaine, Blanche of Castile, St. Catherine of Siena, Gothic, the ribbed vault or the ogive, the flying buttress, the pointed or gothic arch, the "bay" the apse, the transept, the nave, the crossing, the choir, quadripartite vaulting, sexpartite vaulting, the arcade level, the triforium, the clerestory, the tympanum, the Rose, Chartres, Bourges, Amiens, Notre Dame-Paris, the Black Death, the Hundred years War, Jacob Burckhardt, the Renaissance, The Revival of Learning, Petrarch, Dante, Boccaccio, Chaucer, Villon, Machiavelli, Froissart, Commines, Campagni, Villani, Poggio, Bruni, Ariosto, Guiccardini, Aquinas, Roger Bacon, William of Ockham, Buridan, Ficino, Valla, Pico della Mirandola, Copernicus, The Donation of Constantine, the Van Eycks, Rembrandt, Gutenberg, movable type, Columbus,

Essay: Be able in any of the chapters of Sellar to know how the "Problem" of the Renaissance and the Revival of Learning apply to the particular material of the chapter. Be able to specify precisely what Burckhardt's thesis was and the way it has been rebutted.

Be able to give a coherent explanation of the elements which went into the structure of Gothic and its aesthetic principles, and how it differs from the Romanesque. The material in Sellar on the artistic evolution is important. What were the chief French gothic monuments.

Explain the nature of the rising "nationalism" of the European states as it happened in the 13th and 14th centuries. Show the differences in the view of European society exhibited by Innocent III and later by Boniface VIII and the realities they faced.

How did representative government grow in England in the 12th and 13th centuries as a result of the growth of the "Popular" monarchy from Henry II on. Significance of Magna Carta.

What influence did the dicta of Roman law have on the growth of monarchical power. How did parliament function in the middle ages--its real powers and its inherent power to surmount the monarchy. What is meant by "representation"?

Supplement your notes with a good study of Keen's statements and compare where feasible with Sellar's.

What is meant in ecclesiastical terminology by "pluralism" "absenteeism" a "provision", a concordat, the abuses which the Church faced and suffered in the 14th and 15th centuries; the papal position vis-a-vis Europe and Italy, the impact of the Avignon papacy and the Great Western Schism.

Who was the Emperor Charles V Habsburg.

INSTRUCTIONS: GENERAL: Be sure your name is written immediately above, and on the blue book. Do it now. Essay type questions go in the Blue Book

Part I. Objective: March I. Match the right column to the left and put the appropriate letter in the slot after the number.

- | | |
|--------------------------------|--|
| 1. <u>Q</u> Visigoths | <input checked="" type="checkbox"/> a) Germanic tribe who originally settled in the lands |
| 2. <u>C</u> Ostrogoths | bordering the North Sea before they migrated into Gaul |
| 3. <u>L</u> Burgundians | <input checked="" type="checkbox"/> b) civil officials in Roman municipalities made responsible for the tax collection |
| 4. <u>I</u> Angles | <input checked="" type="checkbox"/> c) Teutonic people who settled in Italy under Theodoric their king |
| 5. <u>K</u> Saxons | d) Teutonic people who settled in the southern territories of Roman Britain |
| 6. <u>A</u> Franks (Salian) | e) Teutonic people who occupied northern Italy in the 7th/cent. |
| 7. <u>F</u> Franks (Ripuarian) | <input checked="" type="checkbox"/> f) Teutonic people who occupied parts of Switzerland and Provence. |
| 8. <u>V</u> Vandals | <input checked="" type="checkbox"/> g) Teutonic people who sacked Rome in 410 and settled in Spain |
| 9. <u>B</u> curiales | <input checked="" type="checkbox"/> h) tenant farmers reduced to serfdom in the 4th century |
| 10. <u>M</u> potentiores | <input checked="" type="checkbox"/> i) Teutonic people who settled the Eastern and Midland areas of Roman Britain. |
| | <input checked="" type="checkbox"/> j) Teutonic people who learned shipbuilding and navigation and who settled in Africa |
| | k) Regarded as the fiercest of the Germanic tribes. |
| | <input checked="" type="checkbox"/> l) Germanic tribe who settled in the Rhine Valley before invading Gaul. |
| | <input checked="" type="checkbox"/> m) great land owners able to resist the incursions of Roman tax collectors. |

Match II. Match the right column to the left and place letter in slot after the number

- | | |
|---------------------------------|--|
| 11. <u>F</u> St. Benedict | <input checked="" type="checkbox"/> a) promulgated <u>Capitulary De Villis</u> (on Farms) |
| 12. <u>J</u> St. Gregory I | <input checked="" type="checkbox"/> b) Compromise theological work which elicited famous letter of Gelasius I |
| 13. <u>G</u> St. Jerome | c) a book hand elaborated in the 8th century the ancestor of our "Roman" type. |
| 14. <u>I</u> St. Augustine | d) System of Roman capital script. |
| 15. <u>K</u> Gregory of Tours | <input checked="" type="checkbox"/> e) Prime example of a produce of Irish uncial script. |
| 16. <u>A</u> Charlemagne | <input checked="" type="checkbox"/> f) Father of Western monasticism |
| 17. <u>H</u> Salvian | <input checked="" type="checkbox"/> g) <u>The Vulgate Bible</u> |
| 18. <u>B</u> Henoticon | <input checked="" type="checkbox"/> h) Christian writer of 5th century who lamented depressed social and economic conditions of the age. |
| 19. <u>E</u> Book of Kells | <input checked="" type="checkbox"/> i) <u>City of God</u> |
| 20. <u>D</u> Caroline Minuscule | <input checked="" type="checkbox"/> j) Great Administrator pope of late 6th century: first medieval pope. |
| | <input checked="" type="checkbox"/> k) <u>History of the Franks.</u> |

Part III, Watch III. Watch the right column to the left as previously

21. C homage ~~X~~ term used for a man who has done homage
 22. D fealty ~~X~~ a combination term used to designate the period of highest material prosperity in the Roman empire
 23. G fief ~~X~~ feudal act by which one man became another's man
 24. I Columbanus ~~X~~ general term to designate the endowment a vassal receives
 25. K benefice ~~X~~ Anglo-Saxon apostle of Germany
 26. A vassal ~~X~~ evangelized the Slavs in the 8th century
 27. L abbot ~~X~~ feudal term designating generally a land endowment
 28. H proprietary church ~~X~~ the "handle" by which lay control of ecclesiastical administration was maintained or secured.
 29. B five good emperors ~~X~~ great Irish missionary monk to the continent.
 30. E St. Boniface ~~X~~ an oath of _____ to further specify legally a vassal's obligations.
 31. B official in charge of a monastery.

Part IV Watch IV

31. D Admonitio generalis ~~X~~ son and successor of Charlemagne
 32. E Henry the Fowler ~~X~~ Victor of Battle of Lechfeld over Magyars
 33. B Otto the Great c) Charlemagne's minister of education and culture
 34. J Salien dynasty d) a capitulary whose intent was to effect reform in various broad areas of Carolingian life.
 35. I Saxon dynasty - ~~X~~ First king of the Saxon dynasty
 36. J ministeriales ~~X~~ Founder of the Carolingian house
 37. I Henry III g) Founder of the Carolingian dynasty
 38. A Lewis the Pious ~~X~~ First king of the Salien dynasty
 39. F Alcuin of York i) Ruled Germany from 919-1024
 40. H Pepin the Short. ~~X~~ low-born German civil servants
 41. H Pepin the Short. b) greatest and most powerful of medieval German emperors, a Salien.
 42. H Pepin the Short. m) ruled Germany between 1024 and 1125.

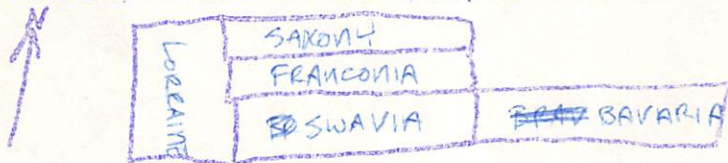
Part 5. Fill in the appropriate answer in the slots provided.

41. The term used to indicate the act by which a lord conferred a benefice on a vassal is called homage (investiture)
 42. The new invaders and raiders of the 9th and 10th centuries into Europe were called (from the north) the The Danes (from the Mediterranean) the Vandals and from the East, the Magyars
 43. In the Treaty of Verdun in 843 the year 843 East Frankland went to Louis's the Pious son Louise West Frankland went to Charles the Middle kingdom and imperial title to Charles
 44. Name two of the chief weaknesses of Germanic monarchy in the 7th and 8th cents Charles
 45. A monarchy which depends for its effectiveness on the strength of character of the king is called a personal monarchy
 46. The theological doctrine which postulates that the human nature of Christ was absorbed or overshadowed by the Divine is called ARIANISM
 47. the theological doctrine which caused many of the Church fathers to postulate the necessity of the State in human society is that of "THE CITY OF GOD"

History 221 cont.

Part 5 cont. Fill ins

48. The ~~mon~~ monetary value attached to a German's tribesman's person was called his SOCIAL SECURITY NUMBER
49. The common title given to the Bishop of Rome is pope, the adjectival form of the word is papal and the institutional for of it is papacy
50. In the following diagrammatic desption of the five German duchies of the 10th century write in the proper name of each duchy.



Essay Questions. These answers must appear in your Blue Books

There are 15 questions here. You are to select 5 out of the fifteen, BUT one of each of the five is to come out of the groupings of three. You may do the questions in any order you want, provided you properly give me the number of the question. Thus you select one from #'s 1-3, one from # 4-6, one from # 7-9 etc. You grab me?

Group 1. Select 1 from this.

1. What were some of the vital questions raised for Christians regarding the nature of secular power in Matthew 22/22 and Romans Ch. 13.
2. How did Augustine describe the two cities?
3. What two new insights did Augustine arrive at respecting the role of the Church in the future after 410

Group 2. Select 1 from this group.

4. Explain in about 100 words Augustine's "functional" concept of Christian society
5. Either quote the famous phrase of Pope Gelasius I, in his letter to the Emperor Anastasius or give an accurate paraphrase
6. Why were the Franks to loom so much more significant in the evolution of Western European civilization than any other Barbarian tribe?

Group 3. Select 1 from this group

7. Why did King Pepin I deem it necessary to secure papal anointing and coronation
8. Enumerate several of the important achievements of Charlemagne
9. Why was the new Christian civilization first developed in Ireland and Anglo-Saxon England. Characterize it in its essential aspects.

Group 4. Select one from this group

10. Why was it necessary to develop a legible book hand? What generic forms did the scripts take. Name two which developed?
11. What was the significance for the future of Charlemagne's imperial coronation in 800?
12. What ingredients does Kenneth Clark see as essential for a "civilization"

Group 5. Select one from the following

13. Why did Clark say the Vikings did not have "a civilization" whereas the Carolingians did?
14. Why did Clark emphasize the significance of the etched silver and the wooden crucifixes of the 10th century for evidence of "civilization"
15. What means did the Saxon and Salien emperors take to build a strong monarchy-state in Germany between 919 and 1125? (or rather 1056)

Wyclif's first office, that of warden of Canterbury Hall (1365-67), ended abruptly when Abp. *Simon Langham ordered the hall restricted to the use of the regular clergy. It is not certain whether John Wyclif or some other Wyclif served as warden; this and many other questions concerning the views and career of Wyclif remain unanswered.

In 1372 Wyclif entered the service of the crown and 2 years later was appointed to a commission to treat with a papal delegation at Bruges over the problem of papal provisions. No one knows what part he took in the negotiations and why he was not reappointed the following year. One wonders, too, whether Wyclif's failure in 1375 to secure the rich prebend of Caistor, which he had sought, did not contribute to his hostility toward the papacy. Until his death, his most important provision remained the living of Lutterworth, which the King had given him in 1374.

Association with Gaunt. In September 1376 John of Gaunt (Duke of Lancaster), the son of *Edward III, summoned Wyclif to the court. Wyclif served the Duke in the capacity of clerical advisor for the next 2 years. Because of the imminence of the deaths of his father and his older brother (Black Prince), Gaunt had assumed the direction of the government; he ruled as *de facto* regent until the emergence of *Richard II from his minority shortly after 1381. For this reason, the nature of Gaunt's attitude toward Wyclif is a matter of considerable importance. The theory that it was Wyclif's anticlerical views that attracted Gaunt's attention rests upon the questionable testimony of the chronicler Thomas *Walsingham. The true relationship between the two men must be emphasized: Gaunt was the wealthiest and most influential man in England; Wyclif was but another clerk in the court's employ, entitled to the duke's protection.

The association between Gaunt and Wyclif became evident in February 1377 when Wyclif appeared in the duke's entourage before a group of bishops and theologians at St. Paul's, London, to answer to charges of heresy. According to Walsingham, certain suffragan bishops, notably the aristocratic Bishop of London, William *Courtenay, had finally prevailed upon the reluctant Abp. *Simon of Sudbury to take steps to silence Wyclif.

Wyclif's summons was probably precipitated by views that he had expressed in his treatises on dominion, several of which had already appeared. According to Wyclif, dominion, i.e., the right to exercise authority and, indirectly, to hold property, is held from God and is a right that God limits to those in sanctifying grace. Unworthy priests, therefore, forfeited this right, and lay lords might deprive them of their benefices. On the other hand, these same lay lords need not fear incurring the sentence of excommunication in return, since such a censure could be validly employed only for a strictly spiritual offense. Wyclif had earlier attacked the possessions of the monks, though he commended the friars for their desire to practice the poverty of Christ.

The meeting at St. Paul's accomplished nothing. A large crowd had gathered in the church, and the duke's party, which included Henry Percy, the king's marshal, had difficulty forcing its way through. When Percy peremptorily ordered the people to make way, Bishop Courtenay, who was coming down the aisle to meet the duke's party, warned the marshal not to presume to exercise his magisterial rights within the church. Harsh

words followed, principally between the duke and the bishop, and the meeting broke up in a riot when the people, who hated Gaunt, rose up in defense of their bishop. Wyclif departed unmolested.

Bulls of Gregory XI. In May 1377, unaware of the incident at St. Paul's, Pope *Gregory XI issued five bulls against Wyclif: three addressed to Sudbury and Courtenay, one to the King, and one to Oxford. He rebuked the bishops for their failure to silence Wyclif; he cautioned the King about the threat to both Church and State implicit in Wyclif's views; he warned the University to suppress heretical teaching and to hand Wyclif over to the hierarchy. The papal bulls included a list of 19 propositions attributed to Wyclif upon which the bishops were to examine him. These propositions, like those that had produced the meeting at St. Paul's, were drawn for the most part from Wyclif's treatises on dominion.

In accordance with the instructions received from Sudbury, Wyclif presented himself at the archiepiscopal palace at Lambeth some time in March 1378. An emissary from the Queen Mother, Joan of Kent, also introduced himself and produced an order forbidding the prelates to pass formal judgment against Wyclif. Consequently, after questioning Wyclif on the 19 propositions and receiving qualifying answers from him on several points, the bishops dismissed him and forbade him to discuss or preach his views. It is probable that it was again the duke who, although he was willing to have his ward silenced, interposed to save Wyclif from disciplining; for it was about this time that the great council ordered Wyclif to cease his attacks on the Church. Some time later Gaunt himself journeyed to Oxford to caution Wyclif to abide by a decision of a commission of Oxford scholars that had forbidden discussion of two of his views on transubstantiation.

Controversy over Transubstantiation. Wyclif's attack on *transubstantiation in his *De eucharistia* proved a turning point in his career. So long as he limited his attack to abuses, the wealth of the Church, and the "Caesarean clergy," he could expect at least tacit support from members of both the clergy (friars) and aristocracy. Once he attacked transubstantiation (c. 1380), his orthodoxy could no longer be defended. Two further developments cost him favor: the *Western Schism of 1378, which served to strengthen English ties with Pope *Urban VI and the Roman Curia, and the Peasant Revolt of 1381. Wyclif was not directly involved in the revolt, but it is not surprising that contemporary opinion, in its horror of the uprising, should have condemned his revolutionary views and the "poor priests" who were his agents.

Wyclif probably left Oxford about this time for he was no longer resident there in 1382 when Archbishop Courtenay forced his adherents at the University to retract their Wyclifite views or flee. Wyclifite sentiment had continued strong at Oxford despite ecclesiastical hostility, and it was only after Courtenay had secured the formal condemnation by a council of theologians of 24 propositions attributed to Wyclif, as well as an ordinance from the King in support of this judgment, that the archbishop undertook its suppression.

Last Years. Wyclif's last years are shrouded in darkness, and his death, which followed a stroke suffered while hearing Mass, is scarcely noted by the chroniclers. Late in life he received a summons from Pope *Urban VI, but pleaded illness for his failure to comply. The

Council of *Constance condemned Wyclif's writings and ordered his books burned and his body removed from consecrated ground. This last order was confirmed by Pope *Martin V and carried out in 1428.

Writings. Wyclif was a voluminous writer; few orthodox medieval theologians have left so large a store of books. His writings reveal a cold, rationalistic mind, a dull, prolix style, and a presentation of ideas frequently lacking in lucidity and consistency. There appears little question that Wyclif was not ready to proclaim views logically demanded by his premises. That a council of Oxford doctors in 1378 adjudged his propositions "ill-sounding though not erroneous" suggests the obscure manner in which he often expressed himself. Wyclif never ceased writing like a university sententiary, and an element of the academic and unreal hovers about his assertions. Despite his patent unorthodoxy, he repeatedly declared his willingness to submit his opinions to the judgment of the Church, even of the pope.

Perhaps Wyclif exerted his greatest influence in an area where he did little actual work himself, that is, in the translation of the Bible [see BIBLE, IV (TEXTS AND VERSIONS) 21]. Two complete versions of the Vulgate are associated with his name, although his actual contribution is not clear. Moderate opinion believes he encouraged his disciples at Oxford to do the work. Yet while no part of the Wyclifite Bibles may be his, he has been called the first and chief "deviser" of the English Bible because of his influence upon Nicholas *Hereford, John *Purvey, and others.

Wyclif's English works are his least important, and their value is further impaired by the question of genuineness. Many of his 300 sermons were intended for others to present. They add little to our understanding of the man, although they declare the importance he attached to preaching.

Wyclif's reputation as a theologian rests squarely upon his Latin works. These establish him as a leading scholastic of the late Middle Ages. In keeping with his character as an Oxford sententiary, his earliest works deal principally with logical and metaphysical subjects and reflect deep dependence upon *Thomas Bradwardine and *Richard Fitzralph. Above all others, he himself acknowledged a great debt to St. Augustine. The *Summa de ente*, his first major philosophical work, reveals his extreme realism, and it may have been this attempt to apply principles founded upon realist metaphysics to the realm of faith and morals, as much as clerical corruption, that led him to tread the path of reformer and heretic. Furthermore, had Oxford not been at low ebb intellectually during his years there, it is possible that contemporary scholars might have been able to prevent his deviation into unorthodox ways.

Wyclif's best-known treatises concern dominion, but these are the least original of his works. In other writings he attacked the papal claims to compulsive authority, vows and religious orders, endowments and clerical wealth, indulgences, the liturgy, and the sacramental system: in general, whatever he believed was not directly founded upon the Bible. He considered the Bible to be God's most authoritative statement. His position on transubstantiation is not clearly drawn but suggests similarity to the consubstantiation of *Luther. His political views are neither particularly original nor revolutionary. While he advocated expropriation of the wealth of unworthy priests, he was willing to grant the

clergy the right to declare forfeit the goods of sinful laymen. And though he would force the "Caesarean clergy" out of politics, he thought the ruler had need of clerical advisors to guide him in his efforts to rule justly. The *Triologus*, which he left unfinished at his death, is his best-known and most highly regarded work. In this he attempted a systematic study of theology.

Influence. Wyclif's voluminous writings brought him much posthumous fame, but his influence upon contemporary politics, even upon the reformers of the 16th century, was negligible. His connection with the Reformation is through the Bohemian students who attended Oxford in the late 14th century and through John *Hus, although Hus's principal work, the *Ecclesia*, reveals little indebtedness to him. His associations with Lollardy remain in doubt. The *Lollards hailed him as their inspiration and endorsed his anticlericalism; but for his part, Wyclif could scarcely have stomached their social and economic program. Perhaps the most astonishing facet of the enigma that is "Wyclif" is the small niche he carved for himself in his own age and in the 16th century, despite the fact that his writings embodied the substance of the attack made on the Church by the later Reformers, who either knew nothing of his writings or ignored them.

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[J. DAHMUS]

WYKEHAM, WILLIAM OF, bishop, chancellor, and founder of New College (Oxford) and Winchester grammar school; b. Wickham, Hampshire, 1324; d. Sept. 27, 1404. His mother was perhaps of gentle birth. After some schooling at Winchester, he became an official, eventually in royal employ, serving mostly as a surveyor and works clerk. In 1363, he became keeper of the privy seal at which time *Froissart said that he controlled the administration. The King had given him so much ecclesiastical preferment that *Urban V was reluctant to make him bishop of *Winchester, to which see he was elected in 1366. After much pressure was exerted by *Edward III upon a number of cardinals at the Curia, Wykeham was provided in 1367. In that year he became chancellor of England, but in 1371 he was forced to resign by an anticlerical group probably headed by John of Gaunt. At the Good Parliament of 1376, Wykeham assisted in the overthrow of Gaunt's ruling clique; when Parliament broke up, Wykeham was charged with improper conduct as chancellor and lost his temporalities. Back in favor on the accession of *Richard II, he acted as a political moderate and was again chancellor from 1389 to 1391.

As a churchman, Wykeham was too lay-minded

Suggestions for Further Reading

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- ~~33~~ (Poole, Reginald Lane, *Illustrations of the History of Medieval Thought and Learning*, revised edition (1920).
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#221 - R 246

mark westman - Romans

vs Persian (Zoroastrian)

Shaw n Shaw -

BC 398-117 AD

Roman World -

Elb

285 AD East / West -

Constantinople - New Rome or East Rome

East

Byzantine (wealthiest, cultured etc)

West

Chaotic

Rome not economically viable etc

new Civilization cap shift to area around Paris

① 3500 BC Fertile Crescent -

technological center Egypt (solar calendar)

②

Greeks / Athens - Democrat

Humanizing / understand that man is the center of civilization

Man the center

is man to be dominated by arbitrary will of the state
or by own free conscience.

③

Romans (organizers)

slavery - down fall

problems -

how they worked out

what happened -

Medieval world

The Barbarian West ch. 1, 2

ch. 1 - Intro.

Labour prob. - stretch frontiers / slavery

The "Building Blocks"

A. The term "Middle Ages"

560 - 1000 - Dark Ages

Gothic - Barbarians

"Moyen Age"

"Mittelalter"

B. End of the Roman Empire - when?

Military Role

→ 235 - 285 - Civil war 75% lost

330 - Founding of New Rome

395 Theodosius I makes Catholicism official state religion

430 - Death of St. Augustine

476 - Deposition of Emp. Romulus Augustulus
- Transition in the 4th Cent.

Edward Gibbons "Decline and Fall of the Roman Empire."

- When Did Rome Fall?

not when they lost Christian virtues

→ + Versipassim

→ Military Dictator Diocletian

330 Constantine - Constantinian - To

395

430 - Invasion of Barbarians - End of Classical Culture

Brian thesis - "End of Rome - Carolingian" Book

The Idea of Rome: the idea of ~~the~~ Enduring Roman
empire - retained, 'culture' never died,
longing for unity (1 world state)

The universal church: political empire collapsed
church came to support culture

The Cultural Heritage: philosophies & or ideologies
of man - freedom etc from greek

The Barbarians

The Founders

Jerome: Latin Vulgate

Ambrose:

Augustine: Development of Lit. Trad.

Gregory: Organizer

medieval papacy

manir

Boethius: transfer of sci. thought of classics

Cassiodorus: founder of monastery - book writer - standardized
script.

Benedict: western monasticism - insight into human
nature - civi

Isidore of Seville: Author of Handbook of Ancient World
6th cen.

Transition

Pagan → Christian

117 AD. Pliny - gov. of Bithynia

letter to Trajan

Emperor worship - Christians won't do (Treason)

Execution - if faced - not forced

History: state Deity (total Alliance demanded
of citizens) - every aspect of life centered around
Deity - Mesopotamia total dependence on
Nature - Egypt. 2700-2100 BC - Ramses - Pharaohs
incarnation of Deity - states centered around
Deity

Greek: man descendant of the Gods - centered
around Deity 333 - 323 BC Alexander
the Great - possessor of DAIMON - power
of Gods - considered God

Various states hereafter Em. deified
206 BC THEA ROMA - special DAIMON
SPQR

The Senate and the Roman People

Roman Peoples - worshipped

Em deified after died

just treason regardless of background
Christians

What came out of Roman Ruins

Background to Islamic

96-180 Golden Age of the First Good Emp. High pt of Roman National Civiliz.

235-285 Civil War

378 - Battle of Adrianople - Visigoths defeat Roman Army

376-568 - Invasions of the various Barbarian tribes

622 - Year of the Hegira - Mohammed flees from Mecca to Medina

640-42 Islam conquers Egypt

670 Arab conquest of N. Africa complete

711-718 Arab conquest of Spain

732 Battle of Poitiers - Arabs advanced into Europe stopped

800 Charlemagne crowned August Emp. of the Romans

Visigoths - 1st

provens - 1st territory outside Italy

Franks - Salian - same water

Franks - riparian - river bank

Vandals - Carthage

Ostrogoths -

Gebel Tarik - Gibraltar

Muslim - Follower of religion of Submission

Islam - Religion of Submission

Roman civiliz. continues til rise to Islam

Muslim - Commerce not quite together

critical 700 AD

social - then economic changes

Golden Age - history to give you experience of (historical writing) has a historical works

537 AD HAGIA SOPHIA The whole life of the empire & history

abt -

Declines to Barter system Natural system -
(because of Civil war) economic down fall

1. less down
2. taxation
3. social change

Coloni - share farmer - serf

Corr. alus -

Pawson

Hellenic: classical greek culture
of 5th century

Hellenistic: dominance of gk. cult - in med.

Contrasts

1. Cyclical Theory of History
 2. Existence of Organized State
 3. Mediterranean Unity Empire
 4. Territorial Taxes
 5. Urban society - Civitas
 6. Social Stratification (Upper, middle, slave)
 7. Men (Slaves) w/o legal right
 8. Unity of state and Religion
 9. Schools and Academies
 10. Eastern speculation and contemplation
 11. Exhausted intellectual resources
 12. More urban Artistic life
 13. Self contained - closed attitudes
 14. Agriculture - Tech. stagnation
 15. Commercial and Dependent Society
 16. Money Economy

- 1) Providential theory of history
 - 2) Demise of the State (500-1000)
 - 3) Decentralization - Monarchy
 - 4) Personal Law
 5. Rural - Seigniorial
 6. Social mobility (Potentiares, servi)
 8. Disconnection of Ch. and State
 9. Protection by custom
 10. Western social and moral concern
 11. Renewal intellectual life
 12. Reminorization of
 13. Open to outside influence
 14. Inventiveness + Tech. openness
 15. Self-sustaining
 16. Natural Economy

Colonies < Free

>

small farmers
 Potentiores

— Self & personal right

325-681


XPIOTOLoyical - speculative -

ancient inventiveness!

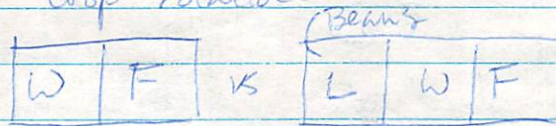
Horses - ① harness - walt-hor team graces or spiritual truth -

② stirrup - Cavalry -
military life

knight class -

③ wheeled plow - harrow) furlong
 northern soils

④ 3-field system contrast 2-field
crop rotation



-500-900-

⑤ Windmill - Watermill -

Ancient world

Medieval world

speculative

practical

lecture / slavery

→ wrong for success

mercantile approach -

a scientific order

★

Report on

The Barbarians: ex. Papas

Volk - Germans called themselves "people"

- Didn't fantasize w/ the local people
Ruling class etc.

- German monarchy
Roman "Res publica"
the public thing

King Clovis or Christian Clovis
military - 1st among equals
comitatus - pledge allegiance
to king - kings thought of

Comitatus - rewarded by king w/ land (ie king's treasure)

land & personal property
Taxation → Tribute → Treasure

King succession - by candidates strong right arm - elected
by strength

(Gregory of Tours = History of the Franks (Latin Vulgar) -
constant battle and strife due to ~~the~~ decision of
who could be king -

Blood Feud - revenge between families

Wergeld - an individual's value in horses etc.

didn't have an understanding of a trial by jury etc.

justice dealt by Trial by compurgation - sworn oaths of a oath

" " Ordeal - handed suspect with red

hot metal - if wound doesn't fester in 3 days -

innocent & or by combat -

12th century - grand jury

calling relatives together to swear to
suspects innocent - people held highly
one's word -

rural society - cities survived only because of minimal
commerce or it was episcopal center

King thought of as ~~the~~ overseer of justice -

punishment in fines - fines meant king's income

PROPRIETARY CHURCH: private ownership

German kings used to head old pagan cults -

little

when they became catholic they establish church on own property - slave to the priest etc. "private church" til 11th century.

5th - 6th century cultural decline - germans failed to build upon foundation Rome - monastic society retains roman etc, culture 500 - 900 - new culture rises - christian culture in ~~the~~ Ireland born to England then continent - why?

Ireland outside old Roman emp. Christianized in 5th cent.

Tribal = Cúil = (king) chieftain
monastery = Relg. = Abbot

on the continent churches divide after manner of Roman emp.

East - West

Prefectures - Praetorian

Dioceses -

Province - Governor

Dual monastery in Ireland

Abbot

evangelical - + fiercely ascetic

men


women

St. Columbanus - nobody wanted it established monasteries in the continent and Iona - off Irish sea

catalyst of new culture for Irish church evangelical Bible (Latin Vulgate) became - to learn lang did they sought latin material to learn latin - very Pictish - also got interested in literature

1. 1st interest learn language
2. 2nd " " : fathers of the church etc.

⇒ Vulgate ← immense effect on Western culture
Bookhand -

Caroline minuscule - called Roman Script by Renascence
Mayuscula - capital 2 line - small 4 line 
ABC etc.

united -

"ecclesiastical history" of the English people
Gives history of English -
symbolic - cause wrote in Latin
of as good a nature as in
Silver Age

Irish ——— Roman

Anglo-Saxon

Wessexmouth - narrow

Bede the Venerable

↓
Boniface the Bishop + Boniface
Egbert of York

751 - Pepin the Short becomes king of the Franks

754 - Pepin makes territorial donation to est.
"Papal States" to last till 1870



Clavis I ~~crossed~~ - 503

+ 670 - new family → Arnulfings

751 - Merovingians -

Agarman shagol

land only real wealth - monarchs

paid followers in land -

Charles Martel

mayors of the Palace

ran the country Pepin of landon -
Fangh moderns in south - hand

no king had been crowned by
pope - Date established out of Hebrew
trad + Bishop monitoring

Peppin monarchy - Carolingian
(Carloman) given religious -
approval

by 791 - Europe in the western
Empire of the Franks -
gave them a sense of being
one - Shift of peoples
thought Franks, Italians,
Lombards etc - to be
Christian

768-814 Reign of Charlemagne

~~1111~~ Reigned as David

- Augustin "City of God" 2 spheres
temporal + spiritual -

Charl. began to reign in spiritual +
temporal sphere -

Capitalism = law -

Revival of religious convictions +

Development Active Administrations -

workable society -

under Charl. I not

Dec 25, 800 Charl. crowned August Emperor

843 - Treaty of Verdun - Beginning
of "France"

Iconoclasm - ~~image~~ image smashing -

Leo III Constantine V

eneration given to holy images was heretical
and therefore banned

Charlemagne < Spiritual Council of Frankfurt

refused to accept 7th Council - Iconoclasm okayed

qui a patre "Filioque" procedit - Charlemagne added "Filioque"
so from father and son proceeded to Nicene Creed

"Church"

< Sacerdotium - Priesthood

Regnum - Kingdom

> Count was a district administrators - govern countries -
total administration under Charlemagne

Bishops appointed - counts etc.

Missi Dominici - the lords' ambassadors

↑
Kings

Bishops

Abbots

knights

A king's power in demension to distances
away from king
loss Federation
king would make circuit -
for food and presence

* - Personal Monarchy - Regn depended on
personality of king etc.
(Popular Monarchy: used later in Middle Ages -
symbolic - stability)

Christmas Dec. 25, 800

Pope Leo III - crowned Charlemagne Emperor

kicked out - want to chr. - told Leo to go home
at Rome chr. crowned

Einhard - said chr. was surprised over word -

(Irene - Emperor - in the East = Byzantine
Charlemagne recognized as Emperor - 812
first "King of the Franks and the Lombards")

Pope -
Spiritual
Emp. -
Temporal
tugged out in
early middle
ages -

After Charlemagne - W-H

Frankish Kingdom disintegrate -
Louse the Pious

Empire divided into 3
Lothaire - Emp. Middle Kingdom // France = Charles the Bald
German - Louse the German

(Conquest to dominate heartland)

9th/10th century { Lotharing - Emp. Heart land }
 France - Charles the Bald } Verdun
 Germany - Lewis the German } Council

① Rurikids - Rus -
 Swedes down to Kiev

② Norsemen - Ireland - France - Mad.

③ Saracens - Muslims -

④ Magyars - Hungarians - East
Anarchy - France

Fiefdom Society -

Some Significant Dates related to our lectures

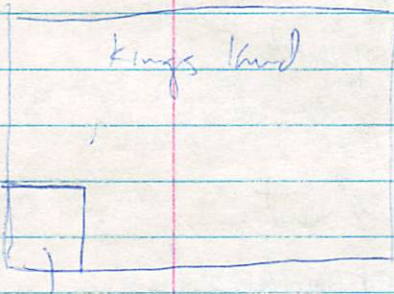
843 - Treaty of Verdun - Carol Empire divided

870 - " " - France and Germany divided

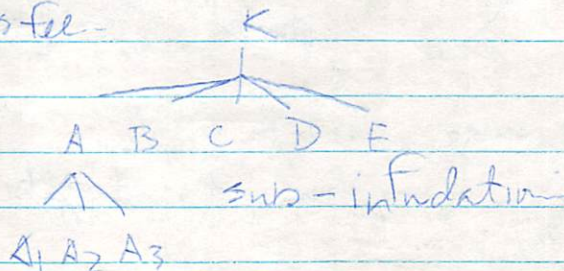
Fiefdom -

Military advent the stirrup -

(the land was the king's fief)



manor for knights fee -



homage - legal symbol of duty

vassal - lord's man
 Invested with a benefice (could be land for monetary etc.)

(fief) - (honor)

~~fief~~ feudal -

land - was not given out by the usufruct or fruits of the soil but the soil.

Inheritance given to fighters - but in some ways women (who weren't fighters) could get land -
- substitute fighter - married off etc.

At first - only economic and military structure but in 10th century anarchy political and legal aspect entered - Counts etc. & ruled

- Allod - private property - used marriage in Germany rarely in France

Oath of fealty - more than symbolic acknowledgment
* homage

Leige homage - vow of allegiance to overlord -
Feudalization of the Church -

lay powers hold church
monastery very powerful -

- Counts, Kings invest in spiritual banks (ie. ests. a monastery) -

Abbot homage and etc. by and to Count etc.

was Rome - Papal Power crazy -

5 duchies of Germany

Saxony - these areas stem from duchies

Frankonia -

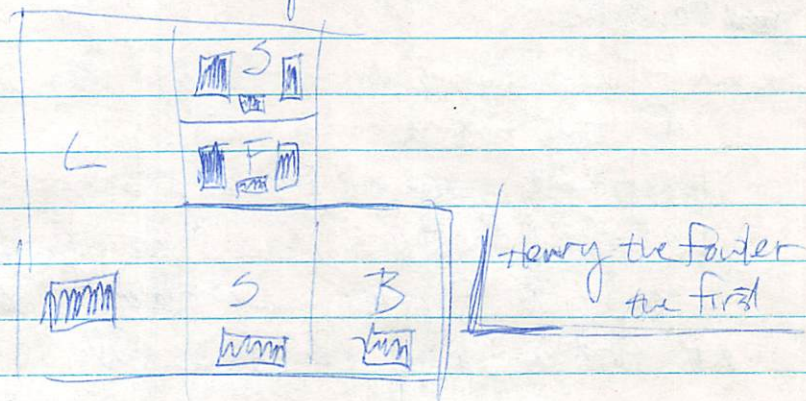
Swabia -

Bavaria -

Lorraine

last Carolingian establishes Saxon duke as German monarch -

power rests on possession of land



- ① obtain effective power -
 - ② to transfer this power -
 - ③ hereditary generator of monarchy -
 - ③ to control the nobles and allodial lands
 - ④ the ~~Wangyards~~ Magyars - pay tribute - establish power - then conquer the enemy - increase control over royal land - marry into family acquire the royal title - open boundaries to the east - push out slaves.
- March - 4

significant Dates or focal points in Reform

- 850-70 Elaboration of False Decretals (France shot)
- 911 - Foundation of Abbey of Cluny best rule writing
- 1039-53 - Reign of Henry III - High point of Germany in
- 1046 - The Synod of Sutro middle age - rise of chivalry
- 1049 - Pope Leo IX begins pontificate
- 1059 - Reform papal election decree of Nicholas II
- 1073 - Gregory VII becomes pope

Saxony:

Henry I	919	Henry II	1024
Otto I		Conrad II	
" II		Henry III	
" III		IV	
		V	1124

still had title of Emperor - Otto II
Otto II had all Germany and northern Italy

Readvent of the territorial state

problem always was: a king couldn't be everywhere, need "governors" in various areas - but while many would like office most would use office for own good (absorb monarch property) solution - appoint bishop

monarch \longleftrightarrow nobility
unity \longleftrightarrow Disunity (Anarchy)
Centralization \longleftrightarrow Decentralization
Peace \longleftrightarrow War

(being celibate without a son to inherit property) to be the king's man -

bad points - ~~simony~~ - paying for spiritual office, attracted by secular power rather than spiritual

under Henry II

Ministeriales - servant

Evolution of civil servants -

~~Silvan Monarchy~~ - ~~Hartz~~ Hartz Mountain Silver mine - could have paid mercenaries -

The ~~State~~ of Germany: build castles for Ministeriales (Had first concepts of the state reappear)

Condition of Church in 10th century:

Proprietary Church - Tribal head of Barbarians also spiritual leader (pagan); and Arrian Church. But as Catholic Christians the Tribal head couldn't be head - so a Tribal head would have servant ordained priest - but main church was territorial dioceses - Bishop was head and appoint priest \rightarrow vs \leftarrow appoint priests - Tribal head

Then (or later) civil leaders appoint bishops - all "owned" property etc -

Papacy in 10th:

in control of big families -

in bad shape - not effective in administering -
- The struggle for supremacy by state and

- Decretals
under strict power of ~~the~~ Pope's Archbishops -
~~the~~ Bishop and Pope closely tied -

Bring blue book -

(1)

John Wyclif - March 8, 1977

Today I made my inevitable journey to our campus library to do research on the life of the famed heretic John Wyclif. Today's ~~research~~ ^{research} began by peering into the ~~volume~~ ^{voluminous} pages of the new Catholic Encyclopedia.

As can be somewhat expected the ~~the~~ article on ~~the~~ Wyclif was colored by ~~a bit~~ ^{of} Catholic bias. The article was very quick to establish that ~~Dr.~~ Wyclif, while being a "lettered scholar", was inconsistent in his theology. ~~And~~ And of all the **discrepancies** attributed to the man, ~~the~~ his error **concerning** transubstantiation stood out the most.

Seeing as ~~this~~ ^{it} was among Wyclif's bigger errors (*dicé el libro*) I turned to the article on Transubstantiation in the big NCF. I was immediately hit by a barrage of technical terms matched with abstract concepts (more than this innocent college freshman can handle). In the end, however, I was left with these two thoughts:

(1) "Transubstantiation is not the destruction of one ~~sub~~ substance and the substitution of another in its place, but a single action by which God, who has power over all being, changes the entire

substance of the bread into the entire substance of Christ's body. The substance of bread ceases, not by way of annihilation, but by way of conversion into the body of Christ and the species of ~~the~~ bread that remain acquire a relationship in Christ's body that is like the relationship between a container and its contents."

(2) how could the ~~primary~~ simple teachings of the carpenter from Galilee (i.e. Jesus the Christ) have in a mere two thousand years travel to the outer limits of abstract ~~even~~ thinking, almost to the point of losing their original purpose or ~~commitment~~ (i.e. the salvation of the souls of man, not ~~just~~ just intellects. Cf. "I am ~~not~~ come to call the sinners to repentance and ~~not~~ the righteous.") ?

March 9

911 - Founding of Cluny -

1039-56 Henry II Emp.

1046 - Synod of Sutrin

1049 - Leo IX Pope (1054)

1059 - Election decree of Nicholas II

1073-85 Gregory VII

107 - English solution (Laws of
Christians)

1122 -

Direct subject to papacy -

clergy

Lorraine: Bishop P. Bruno Reforms

secular clergy -

Peace and Truce of God

① Ecclesiastic vigils
tried to limit private aspects
of private warfare -

② move against simony -
"buying ecclesiastic office"

③ enforce law of celibacy

Henry III - in his own
mind was a reformer - but

his government & control of

bishops - moves to Italy -

in 1046 @ Synod of Sutrin -

3 Popes in contention - all

3 departed - Henry est. his

own

High watermark of lay control
over church.

decrees of reform between
church and state

Gregorian reform - primarily

king invested bishop w/
staff and ring - but Gregory

says you can't give some thing

but you don't have - Gregory wanted

canon laws of free elections of Bishops -

- Henry IV - led a civil war (1085-1122)

at Henry's death (Henry's son
in only a minor - 4 or 5)

Germany fragments -

nobility taking power

from monarchy -

- election decrees -

Pope elected by 6 cardinal

bishops - approved by

laity - not necessary

to be recognized by

king or Emp as was

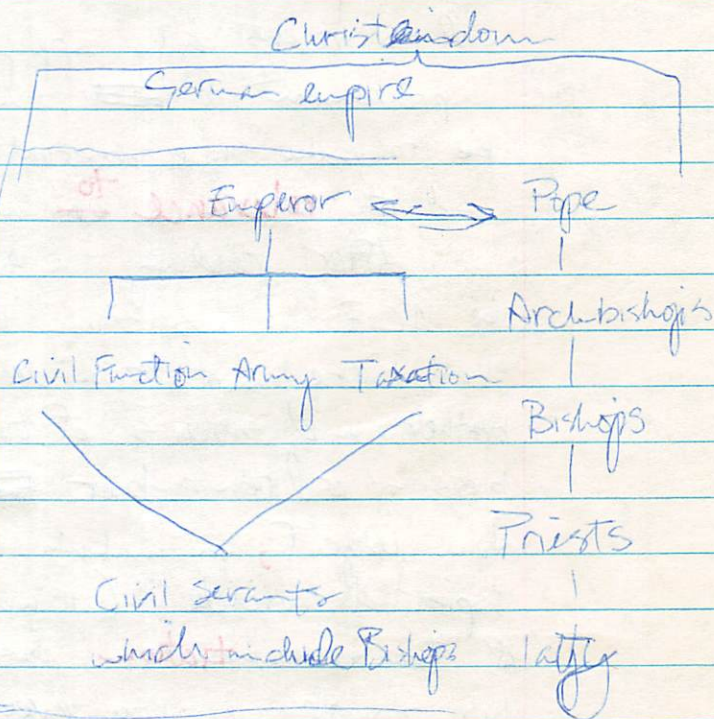
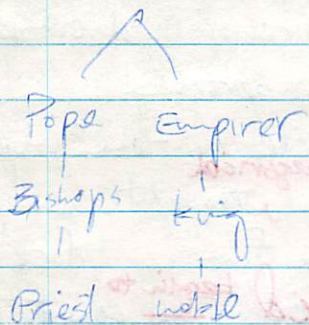
before -

had some passage
of land, etc, as a

Constitutional election "investiture" result -

Bishop/administrator not responsible to king but Pope -
Germany imp. to its knees

Charlemagne's day
Functional Concept



eleven century outlook -
reorganization of papacy -
Europe self concept as territorial states
not in a form of directional unity -

(2)

John Wyclif March 12, 1977

Even though time did not permit me to do any new research ~~work~~, I would like to make this ~~entry~~ ^{observation}. In the spirit of Liberal Arts, that is, to gain knowledge and to realistically applying it to one's existence and to the improvement of ~~one's~~ the welfare of one's brother, I would like to make some observations on previously discussed material and its relevance ^{to} ~~on~~ my own experience.

After reading the small article on John Wyclif in the NCE I was struck by this ^{allegorical} thought: "why is it that there must be a death in the family before the brothers and sisters of the deceased ^{begin to} ~~will~~ count their own blessings and remember ~~the~~ the love of their ~~the~~ Father?" John Wyclif, in making his point, practically committed "spiritual suicide" (it must certainly be confessed that denial of "transubstantiation" was a foolish move). And even then his simple, maybe even naive, points were not heard by the church. He was no more than a flea on the side of an elephant.

From his example we should take heed. In our own age, as in his, when the governing bodies in the church are so attentive to the "how" and "what" aspect of our spiritual health we cannot allow ourselves to lose sight of the "why." It is most likely that his inconsistencies are a sign of the ~~desire~~ ^{desire} of his heart to get away from the structured ~~aspects~~ ^{aspects} of religious experience and into something that is ~~unstructured~~ ^{within human grasp}; that is, that God, the almighty creator of all, desires a personal relationship with each of us as ~~individuals~~ ^{individuals} as well as a ~~body~~ ^{community}. I know that this insight may be far too idealistic and naive, but it is hopes

and motives like ~~this~~ this that changed Peter, the
boastful fisherman of Galilee, into Peter the Rock.

"You are the Messiah," Simon Peter answered,
"the Son of the living God." Matt. 16:16

"I hold this against you, though: you have
turned aside from your early love. Keep firmly
in mind the heights from which you have
fallen. Repent and return to your former deeds.
If you do not repent, I will come to you and
remove your lampstand from its place." Rev. 2:4-5
"I have ~~loved~~ loved you, says the LORD"

Malachi 1:2a

A

13th century -

"greatest-century"

int burst of human activity on all levels -
Religious revival -

Anchors - Cistercian

Pre-monasticism Carons

Augustinians

moved into wilderness -

to get away from populus

Agricultural revival - Demographic (population increase)

Three-Field system -

legume - beans - protein - surplus production

resulted in emergence of towns

Cattle not affected - still scrappy -

Preserving - Dry, salt, spices (pepper) - from orient

3 areas of commercial centers -

① Baltic area

② Bay Denmark etc (Zidör sea) - wool weaving

③ North Italy - Venice - Genoa

met at Fairs - (American Roadhouse)
at city Champagne -
Bourges -

(Letters of exchange - checking system -
Banking system -
13th cent. Gold currency used)

Pence Shilling
12 - 1

Shilling - Pound £
24 1

} Charlemagne

} Silver system

ducats - Venetians } Gold system
Florin - Florence

no average (standard) currency -

Bankers became money changers
merchants

the union there's strength - guild - Universitas
Towns = Commune

→ modern corporations

merchants formed "Unai" or merchant guild

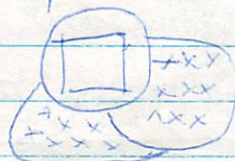
merchant hall mark - peace and security

Fairsburg

Foris Burgi

outside the wall -

Latin Parisians



once they settled down they want to run it
for themselves - Commune - self governed -

merchants guild decline to craft guilds.

merchants sought self-government
town people tended to be very religious
development of capitalism - no usury -
interest on non-self expanding product etc.
town ruled by Bishop or prince.
often brats about allowing them to buy/sell

King was good about it -

northern Italy city states -
nobles for profit etc. -

various form of government

March 16,

Revival of Intellectual Life

Ancient world # of famous schls -

Rhetoric - ability to express one's self { ① Rhodes - Island in Aegean
② Athens - Academy - Plato
③ Alexandria - Lyceum - Aristotle

1st beginning of schls systems
in time of Charlemagne -
developed "Palace school"

cathedral schools - ① Palace school - the wealthy school -
② Music " " - training singer
③ Monastic " " - theology, etc. etc.

Schls, at least mon. schls, lead to
Libraries -

Monastic schools lead to great thinkers
- Italian St. Anselm of Canterbury -
"You accept and believe revelation -
then take deeper look that you might
understand." "Cur Deus Homo
why did God become man?"

cathedral Schls

huge		Gerbert of Aurillac
Laon		- attributed to intro Arabic # to Europe
Chartres		- " " " " <u>logic</u>
Orleans		basis of Por intro. to <u>liberal Arts</u>

liberal (liberating) Arts

Trivium - Grammar, Rhetoric, logic - say what mean
Latin ← used lang. - art of communication

2 Quadrivium - arithmetic, geometry, astronomy - music
harmony

add Christian aspect Medieval Humanism -

through Classical Lit. - so we can experience
matters of man through vicarious experience
in the literature

For deep understanding
not interested in style but in content

Bernard of Chartres -

"we stand on giant's shoulders" - ancient lit.

Hildegard of Bavarde - Ovid poems - love poems
in perfect Latin -

logic deals with Universals (p concepts)

applying particulars to
M = man "Rational Animal"

epistemology - how do we know there's something outside
Realism - shadows of other world - reality of these existing
things

Nominalism - nothing but individual is reality -

William of Champeau - Realism

Rosalind - Peter Abelard - Paris
Nominalism

Heloise's Heloise - Peter
Abelard
Mystery - Logic

Sic et Non Yes and No
Can you prove the existence of God

yes no

but no conclusion stated but left open
questions

Bernard of Clairvaux runs him down -
Peter virtually became "holy man" in Cluny -
Ordered logic approach to any discipline

Wycliffe, d. 1384
Vaughan, Robert,

192
W9772

ra

(3)

March 16, 1977

Today I read articles from ~~the~~^{by} John L. McKenzie, ~~most~~^{not} Dictionary of the Bible, the Wycliffe Bible Encyclopedia (Pheiffer, Vos, and Rea editors), and the Bible Helps section of the Thompson Chain-Reference Bible. Each article that I read was basically about the origin and growth of the Bible in English.

It was very interesting to note the differences of opinions in these three "reference" books. John McKenzie, being a Jesuit, takes very little time in establishing that John Wycliffe had little if anything to do with the version of the Bible attributed to him. He was simply an English heretic that was overly concerned with making that Bible available to everyone in the vernacular, ~~and~~^{not} that's it. ~~On the other hand,~~^{the} the other two reference books, the WBE and the TCRB, ~~vigorously~~^{vigorously} "canonized" John Wycliffe as "the first ^{of the} great Bible translators of Britain". According to the WBE, Wycliffe's importance to the reformation was such that he ~~was~~^{is} called "the morning star of the Reformation."

After reviewing the above reference materials it has become ~~apparent~~^{apparent} to this student that for him to conduct an ~~adequate~~^{adequate} investigation into the opinions and actual life of John Wycliffe that ~~Dr.~~^{Dr.} Wycliffe's ~~writings~~^{writings} have to be read. So, ~~the~~^{the} next entry ~~for~~^{for} should deal with Wycliffe's writings.

- ⑤ - "John Wyclif." New Catholic Encyclopedia.
New York: McGraw Hill Book Co., ~~XIV~~,
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- ⑤ - "Bible - English Versions." Wycliffe Bible Encyclopedia.
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Dictionary of the Bible. New York: MacMillan
Publishing Co., Inc. p 236, 1965
- ⑤ - Thompson, Frank Charles, D.D., Ph.D. ed. "Origin and
growth of the English Bible." The Thompson Chain-Re-
ference Bible. Indianapolis: B.B.
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- ⑦ - Arnold, T. ~~Select English Works of John Wyclif~~
- ⑦ - Arnold, T., ed. Select English Works of John Wyclif.
3 vols. (Oxford, 1869-71.)
- ⑤ - Matthew, F.D., ed. The English Works of Wyclif, Hitherto
Unprinted. EEngTSoc 74; London: 1880.
- ⑪ - Workman, H.B. John Wyclif. 2 vols. Oxford, 1926
- ⑤ - ~~McE~~ McFarlane, K.B., John Wyclif and the Beginning
of English Nonconformity. New York, 1953
- ⑤ - Dahmus, J.H. The Prosecution of John Wyclif.
New Haven, 1952.
- ⑤ - Robson, J.A. Wyclif and the Oxford Schools.
Cambridge, England; 1961.

March 10 - Rise of Schoolmen

Abelard -
imposed intellectual standard - dialectical -
exaltment
"Eleonore and the four kings" -

Theology } Principles of Law's prudence Napoleonic
Civil } Laws Roman Law - Code of Justinian 527-565
Canon } decrees of Gratian (12th Cen) organized in
system of laws "Decretum"
Most important school - Bologna -

developed Double Doctrine - very prestigious
D. of Canon and civil law

Theology & System of Philosophy → Relationship of Faith
and Reason

— ARISTOTLE (4th Cen) born Greek

(8-11th Abbasids } Persian Intellectual
Caliphs - Baghdad)

→ Greek - Syriac - Arabic - Authentics - Theology of Aristotle
→ Avicenna (Ibn Sina) Arabic Philosopher -
greatest of all Arabic Philosophers to 12th Cen Europe

Koran - Surah → Artificial took all thought of
Muslim ~~and~~ revelation of God

→ Natural Theology // Tried to prove all that is the
Koran by Logic -

Al Ghazali - Arab Theologian "The Destruction of
the Philosopher"

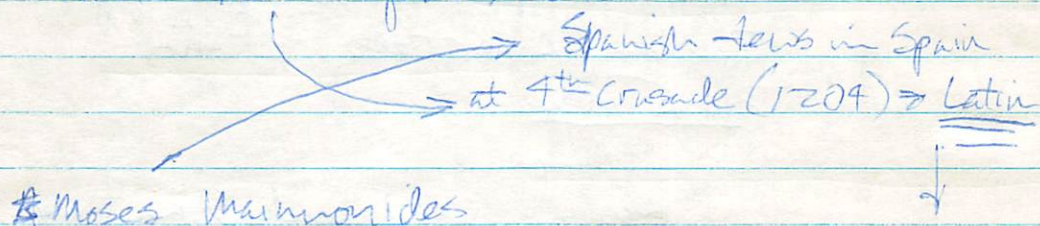
— AVERROES - (Moroccan) - City of Cordoba -

- "The Destruction of the Destruction of the Philosopher" -
through Averroes Aristotle enters western Europe -

THE COMMENTATOR

(Aristotle of Averroes enters W. Europe @ time when Alarid had shaken the foundations)

Arist. Greek - Syriac - Arabic - Hebrew - Latin



Latin Averroes

can have this by this

- 1 Philosophy - highest gaining of knowledge
- 2 Theology - speculation on Revelation
- 3 Revelation - KORAN - philo. for people

vs

Western Christian

med. mind saw this as totality

- 1 Revelation - Bible
- 2 Theology - interp. of
- 3 Philosophy - ~~spec~~ speculation

L. Averroes (christians) confronted w/ direct contradiction:
Aristotle highest intellect vs. ~~less~~ high revelation

1 Cop-outs - confessed Christians but heart with Aristotle

2 Just pushed Christianity aside —

3 the double-truth: one level of revelation, one level of intellect - if there seems to be a contradiction it's just ~~there~~ two different levels

1 Rev — — — — — totality —
2 Theo — — — — —
3 Philo — God would allow you to be deceived

March 21, 1977

Reconciliation of Faith and Reason -

- drive of medieval man to reconcile -
unity of universe -

Human Reason - supreme in mid-ages

Reason (Averroes) - Faith

Double Truth

Example:

Was the world created in time?

① Scripture - yes

② Reason could not say -

- St. Thomas

① All truths come from God - therefore there
cannot be a contradiction

② Two ~~same~~ source for which ~~words~~ can
be taken

~~Paris~~ Paris - universitas - guild

Bologna -

Universitas - guild

Four Faculties

- Arts (Philosophy)
- Theology
- Law
- Medicine

→ licensed to teach -

Papal granted license -

- ① Apprentice - pupil
- ② journeyman - skilled hand
- ③ Master

Apprentice - proposition to detail
journeyman - 1 yr. working
master - ✓
Doctor - 7

} Theology - Paris

- Teachers - guild

Bohemia

Bohemia -

- student run university -
they hired Paid Profs.
salaries - courses etc.

but only prof could grant degrees

How did college ~~come~~ come to be -

college: students in boarding houses -

(pooled to gether and bought ~~the~~
the lecture notes - then gradually just
hired the prof or tutor themselves -

then the wealthy began to endow
property & houses to college

Eleazar and the Four knights

Living Kelly -

Some significant Crusade Dates.

2nd - caused by fall
of Edessa -

~~1095~~ 1095 - Conrad

3rd crusade - Philip II of
France, Richard
(I) Lionhearted,
Emp. Barbarossa

1071 - Battle of Manzikert and
fall of Bari to Normans

1095-99 - First crusade - Fall of
Jerusalem July 1099

1145-99 - Second Crusade

1187 - Battle of Hattin + resurgence
of ~~1187~~ Muslims - Saladin,
Sultan of Egypt.

1187-92 - 3rd Crusade

4th - want to capture
palestine go to capture
Egypt - Venetians
couldn't - couldn't
(crusaders) pay -
took ~~the~~ city +
Constantinople for

1198-1204 - 4th crusade to capture
Constantinople

1217-21 5th Crusade

1228-29 Frederick II's Crusade

1248-54 - Louis IX's crusade (1st)

1268-70 - " " 2nd crusade

way - got excommunicated - failed crusade

~~1270~~ Louis's Crusade - ~~Admiral~~ Admiral Roussel -
land in Tunis (old Carthage) cross desert
take Egypt - built Augustus Martell
died of plague in Tunis

333 - Pilgrimage to Jerusalem

632 - Muhammad -

636 } Islam - sack Syria - middle East

642 }

732 - Charles Martel turns back Arabs from Europe

772 - Emperor turned Arabs back from Byzantine
empire - Greek fire - Napoleon

718-1491 - Spain occupied

- The just War - Aug. says to recover stolen
property - western defense

1021- Seljuk Turks - takes ~~Asia~~ Minor -
Urban II wants to help not Jerusalem
- decided later to open pilgrimages
route - Armed pilgrimages

① Economic - Period of Europe over-population -
a) efforts of church to civilize knight class -
direct warfare - part of Peace &
Truce of God

b) caused a over-pop.
- 100 acres

2 sons - 50 each
primogeniture - 1 son got land, others
had to fend for self
- or both kept land
- left for Palestine for new start

c) plenary indulgence - certain penances
exchanged for crusade -
indulgences

Sin / penance
→ →

gravity of sin to penance necessary to
resort justice lost -
- attracted a lot of people under penance
treasury of merit
① nature of sin, penance, retribution,

John Wyclif - March 20, 1977

Today I mistakenly read the first 10 pages of Vaughan's book "The Life and ~~the~~ Opinions of John de Wycliffe." The mistake was that ~~in reading~~ I thought I was reading Wycliffe's ^{own} words when ~~in~~ actually I was reading Vaughan's. I was all prepared to state how developed "Wycliffe's" protestant ideas were, on well.

It must be confessed, however, that Vaughan's bias ~~is~~ thoroughly protestant. He began this first ~~chap~~ chapter by denying the papal government's "political" ~~is and~~ spiritual authority. He pointed to the papacy's rise in power both civil and ecclesiastical, ^{as being the doing of} Gregory I. He also commented on the ancient theocracy and how the church was never to be as such: "give unto Caesar the things that are Caesar's, and unto God the things that are God's." The Author expressed a desire for the church to return to the first principles of Faith, Hope ^{and}, Love and a departure from the ritualism of Catholic worship (it must be noted that this book was originally written in the mid 1800's).

While the author made very little mention of Wycliffe (at least in the first ten pages) his comments are no doubt in preparation for Wycliffe's theology. If that be the case, then God willing, I must turn to Wycliffe's printed page.

John Wycliffe

March 24, 1977

Today read a selection in Robert Vaughan's book The Life and Opinions of John de Wycliffe, D.D.

It is interesting to note that this section ~~the~~ doesn't occur until ^{some} half way into the second volume.

The ^{source} of Wycliffe's first statement can be found in the following verses:

"A dispute arose among them about who should be regarded as the greatest. He said: 'Earthly kings lord over their people. Those who exercise authority over them are called their benefactors. Yet it cannot be that way among you. Let the greater among you be as the junior, the leader as the servant.' - Luke 22: 24-26

John Wycliffe spent some time in the court of Edward Grant, Duke of Lancaster. His experience as a clerical advisor in the English court brought Wycliffe to question the church's role in ~~participating~~ secular affairs. According to ^{the} verses noted above and the thirteenth chapter of Paul's letter to the Romans, the believers of Jesus were ~~compelled~~ ^{commanded} to play a passive role in society, ~~if~~ not also among ~~themselves~~ themselves. But what Wycliffe saw happening in the English courts was ~~anything~~ but passive; Popes and bishops holding **monarchs** at **bay** with the threat of excommunication, and kings holding the hierarchy at bay with the threat of military take over. In Wycliffe's eyes these actions were no more close to being what our Lord desired ~~for~~ ^{for} his followers.

Wycliffe therefore took the liberty to attack

which Wycliffe's opinions are finally laid out as "black and white."

the church's policy regarding secular affairs. Wycliffe down-played the role of the pope and planted the seed that lead to the denial of papal authority. It is ~~the~~ important to note that at this time to note that because of men like Wycliffe there was a development or at least resurgence of the principle that salvation and/or the bestowal of grace ^{is} by the faith in the individual believer and not by ~~action~~ ^{any} action or desire of the ~~representative~~ of the church's representative.

Concerning Wycliffe's denouncement of the church's involvement in civil administration it becomes evident that Wycliffe has failed to take into consideration that at different periods during the Middle Ages the church was the only institution that ~~was~~ ^{contained} any resemblance ^{to} civilization. Nonetheless, it is not necessary to throw all his principles ^{out} because of this. The church has at times taken part in world (secular) affairs in a way that was anything but Christian. But the desire, of at least a true Reformer, is not to go from one extreme to another, that is from being totally cut off from the world to being totally absorbed by it, but to find "middle ground."

3-28-77

Church

A) Middle Ages

1) all prevailing - all aspects of life touched by

2) clergy - like people

A) owned an glebe - plot of land

B) higher + lower clergy

1) Episcopate (Bishops) + retinue - Abbot

2) parish priest

3) title - 10% of income to support

4) much ~~land~~ land - higher

5) higher clergy - rich + low poor

6) priests could marry

7) clergy only educated up to 1300's

A) state administrators

8) layman become educated - university

A) struggle between layman + clergy

Danti-cleric movement

B) marriage of Padua - Defences of Faith

1) power of laity

9) Papacy - 11th cent.

A) "Vicar of St. Peter"

B) Gregorian Reform

1) strengthening influence in church

2) to counter power of states

10) 1122 - compromise

A) stopped church affairs for total independence

B) free election of bishops but king could suggest choice

B) People of Middle Age

1) Farmers, prayers, workers

A) nobles, clergy, serfs

- 2) dependent on prayers of clergy for salvation
- 3) 11th + 12th cent. - laymen realized that city can have spiritual life.

- A) in form of liturgy

- B) Eucharist - always ~~is~~ shrouded in mystery

- D elevation of host - moment of consecration

- 4) Blessed Virgin cult arises

- A) as mediator

- B) in feudal age - ~~is~~ conflict of spiritual life

- God vs. Satan

- 5) emphasis on humanity of Christ

- A) Franciscans especially - much poetry

- B) morbid interest in death

- A) last judgement depicted in church art.

C) Religious Revival

- D 12th cent.

- 2) clergy - 1200 monasteries associated with

- 3) Cistercians - Cîteaux Founders

- A) 4 daughter houses

- B) spread quickly

- C) interpreted rule of Benedict simpler

- D) first in rural areas

- 4) Hermits

- 5) in England

- D St. Gilbert - rule for both men & women

- B) St. Bernardine Novators

- D) Trinitarians

- A) would be slaves to women to be free church

- 7) Mendicant Friars

- A) rise of cities - worked in towns

- more than in rural areas

- B) moved about instead of staying always in monastery
- C) depended on others
- D) hermits - poverty
- 8) St. Francis
 - A) Lady Poverty - freedom from worldly goods
- 9) St. Dominic
 - B) intellectual
- 10) lots of saints.

I

HERESIES

A) East - intellectual

1/2 Jesus god?

B) West - practical

① Donatism:

grace
spiritual administrator only effective with
"holy priest"

② Anti-Clerical -

- Gregorian reform tries to clean East clergy -
but clergy became wealthy - arrogant - people despised

③ Church Open - to different ppl

10 - 14th cen

④ Waldensianism - Peter Waldo - Valdes 1179

St. Fran - Apostolic Poverty - Christ was poor // Preach - ^{have to have licence} have to be educated > no

⑤ Albigensianism - Catharism

who do you explain Evil - physical -

Dualism - material - created by evil God
spiritual - created by good God

man - 3rd cen - Manichaeism: 2

Paulicians

survived
till today

Humility

IB

5. Bugger's - ended up in French town of Albi -
cathar - purified
Became extreme powerful

Albi -

Docetism - material physical bad - Christ Phantom
god God - of N.T. - immaterial bodies } must flee to
Evil God - of O.T. - Jehovah - Satan - } immaterial world
- we die - end up in other bodies - Christ was arch-
angel - phantom - John evangelist - many arch-
angels to bear witness - Holy spirit weaker
archangel - John Baptist w/ water baptism was
eulogy of Christ - no cross or resurrection
but ascension -

Practicle implication:

① must free self (i.e. to die -- ~~direct~~
lots) & consolamentum - vow of asceticism

② abstain from meat etc.

③ - " " marriage

- Prefect - actor

- Believers - yes-men

- Dominic, St.

established O.P. - challenge holiness
"holier" - establish equal amount of intellectual bag
"corrupt"

④ Albigensianism = Clergy

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1298
1300

⑤ - Innocent 1207-15 - crusade against Albi -
Warfare against Albi -
by 14th heresy gone -

April 11, 1977

Exam Monday -

The Inquisition - A court which tried heretics -
one who rejects or deliberately a teaching -
Heresy - doctrine contrary to teaching - a false doctrine
involves element of Badwill

Made use of the death penalty spiritual punishment
- tried by inquisition - guilty, excommunication
turned over to the secular arm (state),
or killed.

change began:

man can't be forced to
believe

① St. Augustine -

Donatists (Circuncelliones - Riot Squads)

② Roman Empire - Catholic - Theodosius I (394)

Constantine - (313) christian tolerated

Theodosius - illegal to publicly profess any other faith

← Arians
← Pagans

③ in the west 1000 -

Albigensians: townspeople rise up and hustle heretic out of
town

11th & 12th century - growth & descent -

Heretics "kills" a person's salvation - a person's
spiritual soul.

usually heretic taken monestary - or ridden out of
town

Bishop defender of the faith - sets up court - church sent out
preachers - sought heretics

Gregory IX, 1229-49 - set up circuit court.

Inquisition -

- come into town - 1 week to grace -
- Forfein if heretical - turn in name & others -
- IF called in - asked name & enemies
- if among squires - case thrown out -
- after trial transcript given to ~~treacher~~
- case won -

Auto-de-fe - ~~re~~ reassertion of faith.

turn them over to the secular Arm -

Excommunicatio - result of assertion of Roman Law

1200 - Pope Innocent - Treason justifies capital

punishment ~~against~~

~~heretics~~ ~~treason~~

to ~~the~~ ~~met:~~

consecration of state & Catholic

- the Church & the word have no state incompetent in ~~politics~~
- ~~Religion~~ matters of religion

- Enghelo - Dr. Hines and School : legislative

2) growth of feeling of territorial boundaries
growth of language
consciousness particular form of government

① National consciousness

- Couldn't say England for British ~~peoples~~ -
cause you used welshmen, Anglo-Saxons,
Celts etc.

- Spain (Iberian) / Aragon
(Catalonia)
Castile

1090 - 1st represent govt court of ~~king~~ Aragon
History of England

(Anglo-Saxon Monarchy)

5th cent Britain - Celts

Angles - Germ. worth
Saxons - Ger. pushed Britons
into Wales

560 - United of Saxons and Angles
Kings of the English

1066 - Edward the Confessor 1st Anglo king

Edward childless - Promised kingship to William the
Norman but Harold took it - William w/ Pope's
blessing took Harold in battle

Foundation & Power - B

English monarchy changes from a personal monarchy to a popular
from a feudal to national monarchy.

prerogative - Kings' ^{summa} writ > King's Peace
Justice - seeing that everyone had their rights protected

Tane-geld - right to tax (originally devised to feed an army to fight Danes)

England divided into Shires (county)
ruled by Shire Reefs
Sheriff

- Shire divided into hundreds ruled by Franklin -

Advisory Committee - Writton (was a political body - not legislation)

Army - Knight's $\frac{1}{2}$ worked on farms
1 part $\frac{1}{2}$ in battlefields

Norman Kings built on this

1066 to King John - Kingdom grew such that John was called a tyrant

- Henry I > argues King's justice -
Henry II > Barbarian Justice -
Church courts

(* Royal Justice - seek writ can have jury -
grand jury - impartial (grows out of
hundreds)

Investiture Struggle: Between Papacy + Emperor over
ecclesiastical authority (supremacy of Bishops)

Gregorian Reform

Gregory VII = alias Cardinal Hildebrand - Milan
St. Ambrose vs. Henry IV

at Canossa - where Henry IV sought repentance from
Gregory VII (3 days snow)

Henry IV of Germany, deposed Greg but ~ Clement III

Concordat of Worms: Ecclesiastic did homage to king (secular
power) but received ring and staff from fellow
ecclesiastics (spirit) compromised to Empire

Peter Abelard stood between nominalism & Realism

yes no

Averroes. from Cordoba, sp. more than Av. Aristotle.

entered Europe

Bernard St. vs Peter of Abelard

Latin Averroes: follower of Av. Phil.

① Phil - highest kn.

② Theo - spec of Revel

③ Revel - Koran

6

John Wycliffe

March 28, 1977

Today I began reading E. B. McFarlane's book
John Wycliffe & English Nonconformity. In the
opening notes to his book McFarlane makes
some very interesting observations. He points out
that one method of studying history is to study
the lives of various important men that
lived in that period.

@

In looking thru Wycliffe McFarlane noted that some purely factual evidence was non-existent, such as the identity of his parents, his date and place of birth, and what kind of atmosphere made up his early years.

What we do know about Wycliffe is taken from his voluminous works. ^{Even though he is very} ~~un~~ ^{gather} impersonal in his writings we do know that the man was "learned, subtle, vigorous, opinionated, tirelessly argumentative and rather humourless."

McFarlane then begins to set the stage for the remainder of the book. The university system of the middle ages and the aspects of ~~medieval~~ ^{Medieval} England is discussed.

John Wycliffe <7>

April 1, 1977

Today I continued reading McFarlane's book on Wycliffe. And McFarlane continued to describe the university system. From the picture that ~~man~~ he presented I gather that ~~it~~, while it was nothing like it is today, it wasn't as difficult for an aspiring student to raise the funds for a college education as ~~it~~ I was ~~lead~~ led to believe.

Now the time it took an individual to earn, for example, a Doctorate in Divinity, was ~~another~~ story. "An undergraduate who had started at fifteen would be at least

thirty-three before he had completed his training." In the case of John Wycliffe, he was at least ~~about~~ forty ~~or~~ when he received his D.D. It must be noted, however, that the great length of time taken to earn his degree can be accounted for. He earned his bachelor of arts by 1356, then allowed his studies to be interrupted by administrative ~~other~~ duties, such that he didn't receive his D.D. until about 1372.

John Wycliffe (B)

April 5, 1977

April 3, 1977
~~Full~~ Tonight I finished reading part of Jones's
 Chapter on the occult in

Tonight ~~as~~ I was reading McFarlane's book on John Wycliffe I noted one thing ~~mentioned~~ ^{any of} that was mentioned that I didn't find in the other sources that I'd read. McFarlane mentions that ~~the~~ ^{between} the years 1361-1366 Wycliffe resided in a small Oxford college founded by Simon Islip, then archbishop of Canterbury. The college housed four monks from Islip's own cathedral priory of Christ Church and eight needy and deserving secular clerks. A dispute arose however when the monks were given the governing rights including the office of warden. ~~Now~~ ^{at this time} there was ~~already~~ a bit of resentment growing between the orders and the secular clergy: so for this to happen was just word perfect for the first. After a number of years Islip confessed his mistake and converted the college

into a ^{purely} ~~wholly~~ secular one. ^{(12. for secular ~~people~~ clergy only).} Now for these new statutes to be deemed valid they not only had to receive royal assent but also that of Canterbury cathedral prior. But before any of this ~~could~~ could be completed ship died. To add insult to injury, the ^{only} ~~last~~ ~~want~~ to attain the primacy of Canterbury between the twelfth and sixteenth centuries became archbishop. Wycliffe and his fellow-clerks soon found themselves residing at a different address. This ~~incident~~ incident didn't created a very healthy opinion of the monastic orders in Wycliffe's mind.

It must be noted that MacFarlane is no doubt of Protestant heritage. While quoting Wycliffe's enemies as saying that he was 'the flower of Oxford, in philosophy second to none, without a rival in the discipline of the schools.' He makes no hesitation to mention that Wycliffe was a quick temper ~~and~~ arrogant at times, and pretty much void of anything resembling a sense of humor.

April 21, 1977

1st Arrival King of England:

- Justice - Writs

- Exchequer

income tax collector

not 12th cen. most

higher - accounting office
Final tallies

lower - collected and noted

Also a Court -

Popular Monarchy

Common law - president law

Case → decision → president

Case → ←

in Roman law - judicial officials

Praetor - make Edict

1	_____
2	_____
3	_____
4	_____

to help decide future cases -

no major Police force - but King's will was carried out by Sheriffs and J.P.s

Eng 1215 - 15 June signing of Magna Carta -
originally called Magna not because it was considered great but because it was long -
- greatest latter day trial,
- limited monarchy -
original due by Oath -

England is a "Commonwealth"

Res publica - a common thing

growing since in 13th cent. (1215-1261)
number of civil strife for Barons to
enforce a sort of natural advisory
committee -

gave rise to Parliament

- Barons - Bishops → lords

- Knights - Burgesses → Commons

- lower clergy → convocations
dropped out

Knights = reps of Counties

Burgesses = " of towns

(1254 - 1911) England has no constitution

Commons in 14th century took over -

today Lords only power as courts -

Common holds purse strings

- 14th century - Edward III - 100 yrs War
in war money needed

Common taxed 15th -

For a writ of grievances -

to make sure money spent properly
developed Auditing office -

- Commons wrote out grievances decided
to send writ to lords - in unison will send
to King, who thought twice about agreeing it.

French monarchy had money for mercenaries
to carry out King's will - people all too willing
to pay tax - General Estate - Barons,
clergy, commons - just a figure head

1649-66 - Republic of England

All money bills must develop in House of Commons -

1688 - glorious revolution -
kicked out Catholic King for
William of Holland

- in all countries but England monarchs had no trouble with personal rights - taxed -- taxed, powerful growth of national estates -
- old concept: all European peoples are one w/ Pope as spiritual head.

(Pope Boniface VIII vs Philip of France)

- Nation state identity - German Catholics French Catholics - Pope, Pope who?

John Wycliffe April 9, 1977

Today I continued reading McFarlane's book on John Wycliffe. In the section that I read, McFarlane went to ~~a~~ great lengths in giving the political background of the things in which John Wycliffe found himself. But ⁱⁿ of all the pages that I read ^{only} two things stood out. They were "the two great issues over which the battle in Wycliffe's day was fought on the taxation of the clergy and the pope's claim to appoint to the high offices of the church in England." McFarlane went on to describe the **predicament** that ~~that put the~~ the taxation issue put the English clergy into. Not only ^{were} ~~over~~ the ~~clergy~~ clerics taxed by the state but also by the papacy. Then there was the **infamous** problem of who is going to appoint the higher ecclesiastical rulers.

H

Emphasis of devotion to V. Mary -

~~12th~~ 12th, 13th century
devotion by all classes -
improved women position

- still prim. concern of marriage to build families -
procreate - woman's position tied to procreation
not much chance of romantic love,
- 1st born to bear inheritance

she given large scope of role in management
in estate in husband's absence

Salic Law (from Saline Franks) Frenchmen
women can't receive inheritance but
got around it - by marriage -

Louise VII + Eleanor of Aquitaine
1137-1180

marriage kept
memories of a woman Richard the Lionhearted
- medieval woman, English -

Ménagier de Paris

older man marries a

15 yr. old - or

that still carries on

inheritance -

instructs her

Marie of France

- Court of Love

Courtesy - Chivalry

From Separated love from marriage -

resulted in adultery -

Andrew the Chaplain (writer of the period)

handbook of love - very frank

Blanch of Castile -

- LOUISE XIII

Louise the Fair Lion

St. Louis dies - son is 11

Blanch rules - vs. Robert of Dreux

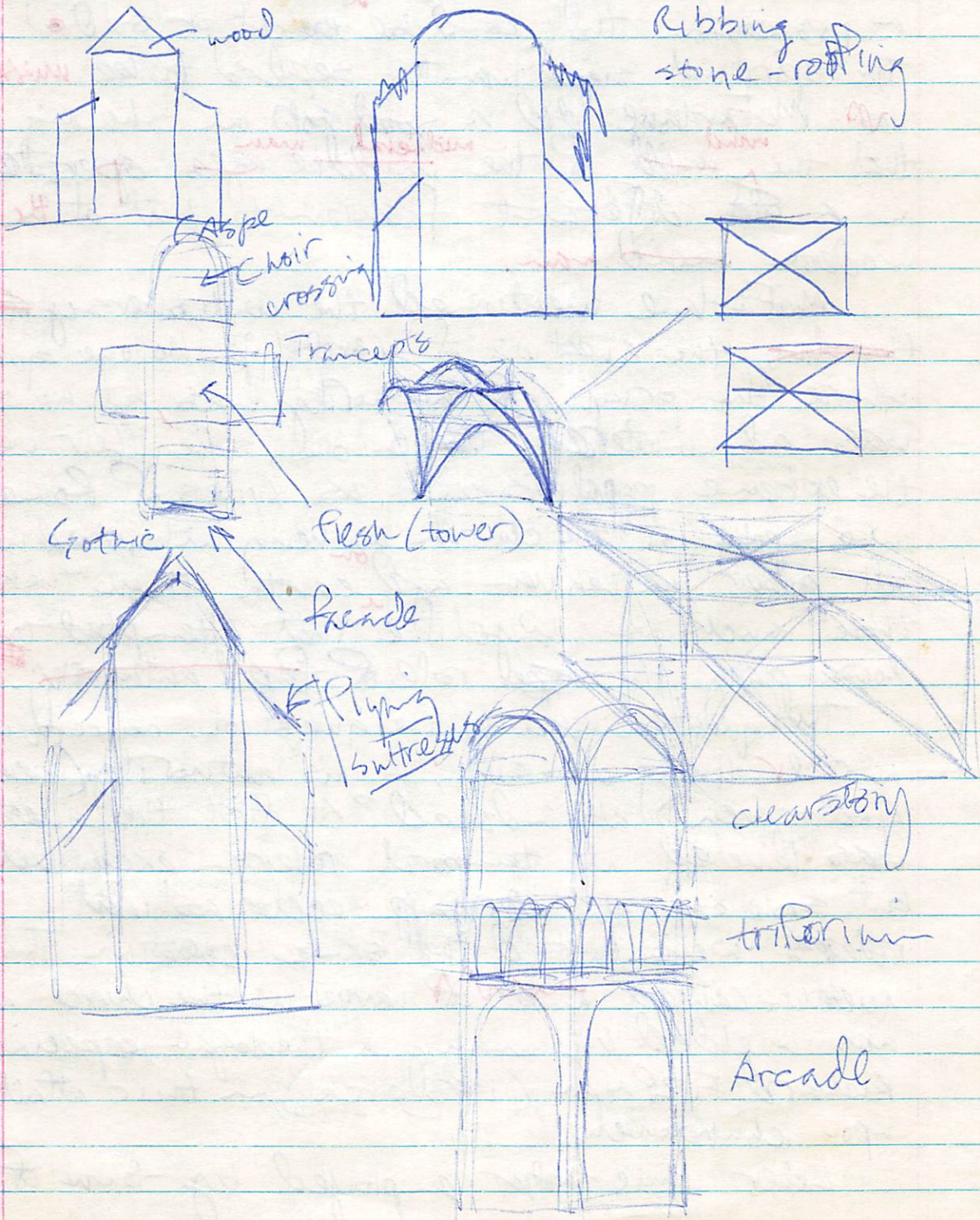
Henry Adams - Mont St. Michel + Chartres

Hobbes + Ashland

Stephen Gilson - letters of two launcs

April 27

groined vault: Dyle
Basilica Romanate



John Wycliffe - (10)

April 13, 1977

Tonight I read a section of McFarlane's book entitled "Wycliffe in Politics." One thing that struck me ~~was~~ ^{was} the ~~middle~~ ^{medieval} concept of ministry. They saw the ~~position~~ ^{personal} as being a possession that could be bought or sold. The spiritual significance seems to be missing. ~~Wycliffe~~ McFarlane did a good job in showing that the ~~mind~~ ^{mind} of the ~~middle~~ ^{medieval} ~~man~~ ^{man} operated in a ~~different~~ ^{different} fashion to that of the modern ~~man~~ ^{man}.

McFarlane mentioned the controversy ~~of~~ ^{over} the ~~day~~ ^{the} question of lordship. No one questioned where the origin of authority was, but how it was administered. ~~On~~ ^{on} one side there were the extreme papalists such as Giles of Rome, who spoke of the church as being entrusted with all power in heaven ~~and~~ ^{on} earth. Then there were those such as Wycliffe that attempted to down-play the ~~role~~ ^{role} of ~~papal~~ ^{papal} authority. ~~the papacy~~

This question lead to the question concerning a ruler ~~living~~ ^{living} in sin; is his authority (being God-given) abandoned? At first this question was leveled at temporal rulers exclusively, but soon enough episcopal ecclesiastical rulers were asked the same question. This question caused a ~~bit~~ ^{bit} of havoc in the church and was wielded by many a theologian, especially Richard FitzRalph (1348 ~~circa~~ ^{circa}), in their attacks upon churchmen.

Later while ~~was~~ ^{was} employed by town of

Gaunt (1376) John Wycliffe was put on trial for, among others "heresies," his views on lordship. Because of ~~his~~ a riotous crowd and other complications Wycliffe's trial never really got started.

~~April~~ May 2, 1977

Fourteenth century:

shift - Four King Europe closes in on self -

agricultural decline -

cooling factor - winters get colder

- advent of Black Death - 1347

~~Bubonic~~ Bubonic Plague - 1/3 died

was a common factor until 17th and 18th century.

1681 - London burned down - ~~the~~ killing rats

- Plague came from the East (Constantinople) by brown rats - directly by fleas.

- Commerce

Genoa vs. Venetia

in the North -

The ~~Hanseatic~~ Hanseatic League economic rivalry -

The rise of Capitalism.

① Banking

② joint stock ~~companies~~ companies

- corporation

① Inc. - Incorporated

② Ltd. - limited

usury - over extravagant interest - ~~turn~~

FF Jacob -
Living guild -
- apprentice
journey man
masterpieces -
be grinnings in class struggles
- masters vs. workers -
civil strife
lower class make

war between states

Hapsburg vs. Swiss

Internal Strife in Germany

Whitbach

Lapshurg

Hapsburg

fight for control of
Holy Roman Empire

1407-1451 Andards grs. - (II)

Avignon - French town - papal home

1307-1377 (Rhone river)

Clement III

"Babylonian Exile & Roman Church"
II effects

① considered subservient to French kings
② little drop in respect -

John Wycliffe - ⑪

April 17, 1977

Tonight I read a small section involving Dr. Wycliffe's life in the years around 1378. These were the years when Wycliffe's views were beginning to get him the wrong kind of attention from papal circles. Wycliffe's career as a heretic might have been shortened had it not been for the unfortunate death of Gregory XI.

Another unfortunate event occurred as a result of Gregory's death, the election of two popes, the Great Schism. It wasn't until a quarter century after John's death that Catholic Christendom was again united under one pope. It odd to me that while the church was busy fighting the ~~mob~~ mob of heretics that made up the outer fringes of the "ecclesia", the very core, the very symbol of papal unity was torn. The throne of Peter was claimed by two different men.

+

1977/78 King

John Wycliffe

(12)

April 21, 1977

One thing to note out of today's research: was that the last 5 years of the Oxford scholar's life were the most active ~~in~~ his heretical career. McFarlane ~~was~~ ^{back was} ~~throughout~~ throughout his ^{back was} tried to maintain a balance between a strictly Protestant ~~and~~ or a strictly Catholic viewpoint. McFarlane is coming from an English background and so his bias, which is very subtle, is more a political one ~~than~~ ^{than} a religious one.

McFarlane described Wycliffe's later activities as a mountain backed up into a box-canyon. His actions were ~~some~~ ^{some} intense but ill-calculated and ~~un~~ ^{un} planned. He is to be noted, according to McFarlane, for his personal stamina in the pressures he faced rather than for the "truths" he strove to proclaim.

—#—

John Wycliffe

(13)

April 25, 1977

In the outbreak of the schism Wycliffe favored the Italian ^{pope} Urban VI. It wasn't until later with the continued ~~division~~ ^{division} of the church that Wycliffe began to lose faith in the papacy as an institution, ~~viewing~~ ^{viewing} the two rival popes as the two halves of antichrist. According to McFarlane, Wycliffe had no desire to break with Rome. Why it happened is still a subject of controversy.

What is certain is that beginning in ~~the~~ ~~1378~~ 1378 Wycliffe was being ~~and~~ freely criticised for his extreme reliance on the Bible in preference to the accumulated wisdom of the church. He accepted scripture as God's law and founded his ~~own~~ conclusions upon it, only to have them condemned. Unlike most "heretics" who insisted on a special interpretation due to the Bible's "inconsistencies and obscurities" Wycliffe felt ~~the~~ Biblical interpretation unnecessary. He ~~felt~~ felt that "all Christians, and lay lords in particular, ought to know holy writ and to defend it"; and again elsewhere, "no man is so rude a scholar but that he may learn the words of the Gospel according to his simplicity." But the exaltation of scripture was only ~~the~~ ^{Wycliffe's} purpose. The other was to ~~depress the~~ ^{suppress the ~~theological~~ traditions of the} helplessly unguided "church that ^{his} ~~was~~ ^{rejected} teaching. In his writing titled

Wycliffe In his ~~own~~ writing entitled "On the Church," using the doctrine of strict predestination, ~~he~~ explained away the authority of church officials. ^{He held} the principle that all those that ~~shall~~ receive salvation are predestined, and that no man knows whether he ~~is~~ ^{is} numbered among the elect (not even the pope). The problem this created was that if one is uncertain about the pope's standing in the kingdom of God how could ^{one} ~~he~~ deem his words as being authoritative.

On personal note: I took Fr. Ryan's class on Christian mysticism ~~last~~ ^{last} semester. Wait one day we got into a conversation on who we thought ~~is~~

was close to God -- a religious experience. It's interesting for me to recall how many people felt that the Pope talks to God, like Moses in the great Theophany. It was against this kind of reasoning that Wycliffe ~~combated~~ ^{fought}.

||
John Wycliffe 14
April 29, 1977

Tonight I read a chapter out of J.A. Robson's book entitled "Wycliffe and the Oxford Schools." After rambling for some great length on the subject of Predestination and whether God was the author of sin I began to realize what it was that Robson was trying to convey. He was setting forth to ask if Wycliffe was ~~the~~ just the result of his ^{society's} teaching or if he was actually a man of great intellect.

Not to be unkind but Robson's book would make an excellent bedtime story for an aspiring student of theology. ^{After} mentioning Wycliffe's ^{name} an average of once in four pages one tends to wonder how John ever got first billing in the book's title. One good thing must be said about Robson's book: it motivated me to go on to other research materials.

||

May 4, 1977

- The Problem of the Renaissance - (Fr.)

Rebirth -

Came from French history book written 1835 -

The Renaissance -

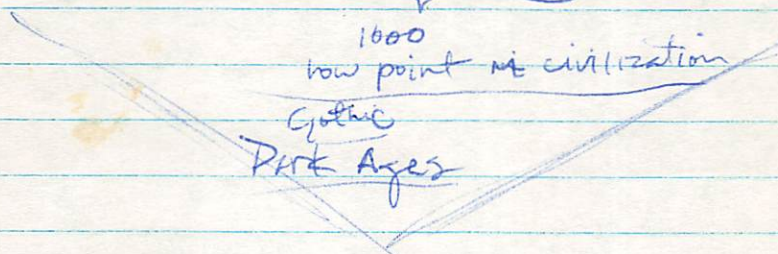
1300 - 1600 century -

Renaissance Man

- 1) ~~Italy~~ Italy, ~~Petrarch~~ Petrarch - 1350 Poet (Florence)
Dante Alighieri - "The Divine Comedy" (Florence)

Rebirth of Greek + Roman ideas -

Ancient world // The middle Ages // modern (Renaissance)



Renaissance man - not bound into superstition
- emancipated from shackles of "sin-guilt" etc.

Not viewed as Christian/Humanism

Burckhardt (Swiss) 1860 - promoted that it was a rebirth
emphasizing Greek and Roman ideas

Pompeius Tullus > trucked around in togas seeking
Platina to reestablish Roman Republic -

Was it a rebirth or just a continuation

↓
1860 - 1930 -

Ludwig von Pastor - History of the Popes (Avignon era onward)
wanted to ~~counter~~ counter Burckhardt's ideas -

Continuum - History ~~is~~ is a continuum, each period various distinct characteristic - but there's not clear cut vacuum -

1300 - 1621

- Italian Renaissance - called so 'cause during middle ages were in the back round - so everything in England etc. remained the same or continued

England Ren. - Elizabethan age

French - Ren. 1650

Spain - Ren. under Philip

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Wycliff + Oxford scholars - Robson

W

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~~2303~~

Wycliffe John -
Hollards

P
v. 20

820.8

English works of...

F12

0-79

820.8

The lantern W. writer

F12

0-151

820.8

Long folks catechism - W. writer

F12

0-118

274.2

J.W., radical dissenter - Black

B651

+

320.1

D153

political theory of... - Daly

P

271.4

Austin Francis - Gwynn

G995

L

824.09

E58

W. prose - Hargreaves, Henry

211

v. 19

270.5

\$775

Stacey, John
W. + Reform *

f

942.04 ,Trenelgan,
T812

2
920.04 Typical English church men
T991

- ① - Cambridge, Trinity College B.16.2, fos. Ir - Al r.
Wyclif, Summa de Ente.
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fos. I - 48. Wyclif, De Universalibus + prologue
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John Wycliffe (15)

May 2, 1977

Today I read the first chapter from a book entitled Advocates of Reform: From Wycliffe to Erasmus. The book is the fourteenth volume in a series of twenty-six books put out by the Library of Christian Classics. The collection is designed to present a selection of the most indispensable Christian treatises written prior to the end of the sixteenth century. Matthew Spinka, D.D. is responsible for editing this volume.

It didn't take me long to realize that this book had a Protestant bias. Although the Wycliffe presented in this book was a bit more scanty than the one in ~~Early~~ McFarlane's, the bare facts (which are necessary in a good history) were presented rapidly and thoroughly. There was essentially no new material presented in this chapter that ~~had~~ had been covered already by McFarlane. One thing did become clear however, and that was the chronology of events in Wycliffe's life.

John Wycliffe 16

May 4, 1977

In reading this paper one may be struck by the fact that thus far my research ~~has not~~ ^{has} taken any distinct direction. The reason ^{for} this is that in my research I was looking for something in the life of Wycliffe that I could really sink my teeth into. It is interesting to me that the topic that I've finally come up with is one that I began this research journal with: Transubstantiation and the Eucharist.

I was in the middle of McFarlane's chapter on "Wycliffe the Heretic" when that word (transubstantiation) started popping up. And when I read ~~the~~ ^{Advocates of Reform} the distinction between transubstantiation and ~~transubstantiation~~ consubstantiation was made more dear to me. Also in Advocates of Reform was a condensation of Wycliffe's treatise "On the Eucharist." Most Catholics rarely raise the question of the validity of the doctrine of Transubstantiation. And ^{he} ~~it~~ does start to ask questions about the doctrine he is often met with vague discourses and comments about his "weak faith." But I feel that it is necessary for an individual to give his beliefs a "tune-up" from time to time. This tune-up is evidence that one is striving for that which is true (i.e. Jesus).

• Therefore, if I was called upon to write a term project with the research that I have done and the information available to me I would write about John Wycliffe's views on the Eucharist. ~~Wycliffe lived during the periods of the "Babylonian Captivity" and the "Great Schism" and I would like to write about how these poor conditions affected the reasoning of this man. Having been abused by~~

the ~~Latins~~ and overlooked by the papacy John Wycliffe finally ended up attacking the very core of Catholic Christianity, the Papal Office and the Eucharist. I would concentrate on the doctrine of the Eucharist.

"Is not the cup of blessing we bless a sharing in the blood of Christ? And is not the bread we break a sharing in the body of Christ?"
1 Corinthians 10:16

- Introduction -

The best that any one can guess as to the year of his birth is 1320. Beyond that little else is known about the life of John Wycliffe until he began his studies at Balliol College, Oxford. Taking his ~~three~~ master's degrees in 1353 and his doctorate in 1372 Wycliffe looked forward to a promising career. His dreams never blossomed however. So, five years before his death in 1384 John began promoting the views that is most remembered for.

A RESEARCH JOURNAL OF JOHN WYCLIFFE, D.D.

A paper submitted to Father Trane on
Trw-tr-r-y Studies
History

May 9, 1977

Humanism - sometimes equal Renaissance

Humanist - one who studies the classics & writes literature in Latin

⇒ Latin Lit. Cicero - Orator - Philosopher - Letter writer
Seneca - Moral Philosopher
Vergil - Greatest Latin poet - Aeneid

Middle Ages: (i) John of Salisbury - Political Philosopher
Intellectual assistance / Patristic Latin Classics



Renaissance: Better letters - style

Hellenism - Greek literature 5th - 4th century B.C. (Classical Gk.)
Hellenistic - " 5th - 1st " " (Alexandrian)
Humanism -

Aeschylus - Sophocles
Euripides - Aristophanes

☞ Dante = is not renaissance man because wrote in Italian

Petrarch

Manuscripts or ca. 10

Chaucer - 143-63

Villain

Shakespeare
Chaucer

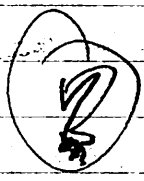
Rebirth of ancient learning

John Seotus Erasmus
last to know Greek - till Sack of
Constantinople - ~~XXXXX~~

humanism or ^{age} ~~ever~~ ~~deception~~
Renaissance

Genoa
Venice
 Milan
 Florence

small part



May 11, 1277

(A) { Historians & personal info:
 (Fr.) Froissart (1337-1404) } Chivalry
 Commines (1445-1511) } Vernacular
 Campagnie 1260-1324 } Acute observers of the
 Villani 1276-1348 } environment in which they
 live.

Killed humanist
 Latin wrote in Classical
 as Latin
 language Latin
 { Brunni 1369-1444 }
 Toggio 1380-1459 } (B)
 Biondi 1388-1463 }
 Guichardin 1483-1546 } influenced by B but overthrew it -
 Machiavelli } to much of observer

Great Battles in 100 years war

Creecy 1346 → middle ages explain events by divine will

Agincourt 1415 → St. George

Commines - counselor of Louis XI (1st Modern King)

(1454-1481) explain He'd been counselor of Charles the
 Rash & Burgundy (tried to recreate middle kingdom both)

Can-paghi - Whites - anti-Papal Guelphs
Villani - Blacks - Papal Ghibellines

A group maintains a live history - all aspects of History
- revival & learning

B group put themselves in a straight-jacket
political historians only

Philosophers

Richard the Abbot - Thomas Aquinas 1225-74
Natural reason to find truth

observational
science

Roger Bacon OFM 1214-92

Avicenna - William of Ockham OFM 1280-1370

(Ockham - nominalist - no universals - "can't argue for existence of
God - ~~material~~ started movement that confessed no need
for reason - (Buridan, p. 177 Scientific observer)

- gave rise to mysticism - kills value of theological speculation
Two schools of Philo.

Socrates /
Plato

Aristotle

all truth given to you from above
come into world w/ "tabula Rasa"

Classical
philos.

Marsilio Ficino 1433-1499

Rico della Mantegna 1463-99

can't be Platonic and Christian
must accept the goodness of the
material world
INCARNATION

Plato - Aristotle

Balthasar

ignores group
thinkers just rehashes
old problem

May 13, 1977

Diplomacy, creation of the Renaissance -
began as institutions (Italian migration) 15th cen.
Italy in 14-15th cen. microcosm of modern world

France
1st wanted
unification

- Venice - Aristocratic Republic (Plutocracy)
- Milan - Duchy Visconti - Sforza
- Florence - Republic
- Papal States - Monarchy
- Kingdom of Naples (1492) Sicily - (Aragon)

1442 - political football of Europe until 18th c
each want to control the pen. but no one state
could do and no two could ever rule the other
three -

- Balance of Power

Venice 1st gets the idea of sending an ambassador -
to Rome for open ears (get information)

1438 - 1st permanent embassy - Bembo

Eventually everyone sent one to Rome - even
today - in crisis meeting of ambassadors
to make deals

① Canon Law

② Roman Law -

③ Chivalry

International law leading
to diplomacy
originally one would send out individual at special
occasion - make communication - then return home -

① ambassador - 1st class (Legate, orator)

② Procurators - 2nd class (nuncio - no power
to negotiate, procurator did)

church sent a legatus a latere - Cardinal
straight from the Pope (with extreme power).
Ambassador -

- make ~~sign~~ singles time - one basic purpose
- make circuit - from one village to another
- double embassy - to ambassador

- not good thing to be appoint to be embassy unless
you very wealthy - weren't paid until one
return home -

No ambassador ministry - in event of
war ambassador can't be held -

— Today one ~~country~~ country sent word
to other questioning if one's ambassador
was "acceptable" prior to ~~be~~ being sent.

- DONALD come into state capital - report parchment
to king ~~then~~ then give one's oration (long as Latin) -
to impress the court ~~the~~ visited -

receiving power must try to find out the ambassador
secret powers (how far he'll go) contrary to his
written statements -

now each agreement must be ratified by
each Principal -

RESIDENT AMBASSADOR - EMBASSY - Venice the
first, each week all resident ambassadors had
to send report ~~back~~ back to home -

Italian ~~the~~ institution -

1460 Embassy common in Italy -
Ferdinand the Catholic (of Aragon) 1st other one to
use ambassadors -

Met on bridges - so that others wouldn't hear an

advantage -

5/2/17 Background of 14th cen

1) Change in development of W. Europe

1) begins to close in on itself - not open to outside influence

2) Agric. decline - winters colder

3) 1347 - Black Plague from Asia

A) 1354 - 5 worse time

B) - destroyed $\frac{1}{3}$ of W. Europe

4) Rivalry for commercial dominance

A) Genoa + Venice - native warfare against each other

1) Venice eventually won in east

B) Hanseatic League - Hanse

1) Confederation of towns - Rostock to London

a) granted each other ~~the~~ mutual rights

2) 1368 - defeated Denmark

3) English wool - much sought after

6) Rise of Capitalism

A) Banking joint stock cos.

B) usury - in mid. Ages can't take interest on money - capitalising on man's misfortune
1. Jews take interest - Italian bankers take over.

C) E. F. Jacobs - why was Francesco De Medici patron of Arts? - had guilt feeling for taking interest.

7) Livery guilds - Master's Guilds (in Eng.)

A) masters of craft - control # of people admitted to guild

B) livery - each master's guild had its own uniform

8) class struggles - lower class exploited.

A) Fr. + Eng. Peasant Revolt

B) Flanders - workers' communes

B) Warfare (constant)

- 1) Genoa & Venice
- 2) Germany
 - a) Princes - principalities
 - b) bishoprics
 - c) Habsburgs, Luxemburgs, Another one (Whittaker book?)
 1. families - try to gain control of imperial office to gain more land.
- 3) Fr. & Eng. 100 yrs. war
- 4) Castile - civil war
- 5) Philip II + Boniface VIII (Pope)
 - a) Boni died - Clement elected (Fr.)
 1. set up at Avignon 1307
 2. 1307-1377 Papal residence @ Avignon
~~the~~ Babylonian exile of church, Papacy
 3. Fr. popes - not subject to Fr. King
 4. Popes didn't go back to Italy because it was in bad shape.

5/4/77 Problem of Renaissance

A) Renaissance - following Middle Ages

1) Fr. - Rebirth

2) word from French book by (?)

3) when did it occur - 15th cen.

a) 14-16th cen (1300-1600)

B) Reason for

1) Italy - Petrarch - d. 1350

a) Poet

2) Dante Alighieri - claimed by both Middle Ages & Renaissance

C) Rebirth

- 1) of Greek & Roman ideas on culture
- 2) Middle Ages - between Ancient & modern (Ren.) world.
 - a) a term from Dutch
 - b) per. ~~is~~ between highpoint of 2 cultures
 1. lasted 1000 yrs.
- c) Dark Ages - Gothic - called this in Ren.
 1. consider barbaric - ignorant time.
- 3) modern man emerged
 - a) individual - freedom & thought, lower nature

D) Burckhardt

- 1) Swiss - wrote book
- 2) coined term Ren.
 - a) said it was Rebirth of Greek & Roman culture
 1. said it was pagan

E) Ren. Man

- 1) Not considered Christian at the time but was
- 2) Took Latin or Roman name
 - a) Attempt (shortlived) for establishment of Roman empire

F) Problems of Ren.

- 1) was it rebirth or continuation
 - a) see Bellamy
- 2) 1860-1930, Burckhardt accepted
- 3) ~~Lea~~ Ludwig von Pastor - great historian on Popes
 - a) said Ren was connected w/ church
 - b) said popes patronage important to Ren.
- 4) 1930 - history continuation - 100 separate periods of history w/o having grown from other periods ~~simultaneously~~

north
Euroth

- 5) Eng. Ren - Eliz. per. - end of 16th cen
- 6) Span. " - mid. of 16th cen - golden age
- 7) French " - mid. end of 16th

a) Rabelais

All of these were later than set age for Ren

g) Italian Ren.

ended 1527

a) Lutheran troops sacked Rome

h) Reason for different Ren's.

1) North - Germanic, strict.

5-6-77

Avignon				
Innocent III	Innocent III	Martin IV	Boniface VIII	Clement II
(1198-1210)	(1245-1254)	(1282)	(1297-1303)	1305-16
Philip II of Fr. John of Eng. Fred II of Sp.	Fred. II Hervicratz Lecists Schism	Sicilian Vespers Phil. III Peter III	Philip IV Margaret Anagnin Prarrade Boir	Templars
John XXI	Urban VI	Alex VI		
1316-34		1415-31	1492-1503	
Ludwig of Bavaria Mervicks & Pander		Martin V	Machiavelli Cesar Borgia	

Alex VI - line of demarcation

A) had kids before becoming Pope

B) Borgia's

Sellery

A) Rent

1) history continues - periods don't end.

B) gov't & politics

1) Inan. III - view of world

a) Christendom is one - has the leader
- spiritual, moral, feudal & temporal

1. kings free in secular matters

but had to answer to him in moral & spiritual

2) by Alex III - no one recognized him as head (temporal)
St. Catherine & Seign

a) told Pope to come back to Rome

b) Urban II - bad for Cards.

1376 - They elected another pope in Avignon

2 popes - Avignon & Rome

1) Europe divided on issue

Innocent III

very strong

a) kings listened to him

1) Philip took back his wife

Innocent IV

A) ~~Real~~ Fought for independence of Papal states & church
from Fred II - in Sicily

B) Struggle between Hierocrats & Legists

1) Lawyers & Aristocracy

2) Legists - Roman law to free state from Papal control

C) Fred II

1) dies in 1250 - Papacy @ height of power

Martin IV

A) French nationalist

1) Charles of Anjou - took over Sicily

a) war of the Sicilian Vespers

→ 2) Papacy becomes political

Pierre de Bois - On the Recovery of the Holy Lands

A) Act - last stronghold lost to Muslims

B) Book - simple plan would put France as leading power of Europe

Templars - ~~the~~ Military Religious order

A) Became very wealthy - Phil IV against them

B) De Molais - grand master of Templars

Schism

A) Marsiglio of Padua - The D. Founder of the Peace - condemned as heretical.

D) Layman Philosopher

2) Book - "All law & Authority from People"

All church authority comes from people - heresy

a) General council is where power lies

3) Father of democracy

wrote of legislators

Machiavelli - The Prince

Catholic forbidden to read

A) how to read from Amoral point of view

- man is basically evil - ~~that~~ easier to rule if people fear you

- Papacy @ this time weak - had lost all respect

- Progressed downfall of Papacy from Innocent III to Alex VI

C-9-77 Terms

Humanist: one who studies the classics (+ writes literature in Latin) Ancient Latin Lit.

Hellenistic: Gr. Lit. 5th + 4th cen BC. (Classical GK)
Hellenistic: " " 3rd - 1st " " (Alexandria etc.)

Cicero
orator
philosopher
letter writer

Seneca
moralist

Virgil
Greatest Latin Poet
Aeneid

Then Authors important in Middle Ages + Ren

A) All humanists

Johannes Salisbury - intellectual sustenance

a) Quoted Latin + Fathers of the Church

b) political philosopher

Ren

A) interested in style (Belle Letters) + Classics

1) study it as literature

2) felt that work done by early work of Middle Ages couldn't have been done by them.

c) writing too perfect in style + classics.

Middle Age.

A) interested in intellectual ~~and~~ sustenance to Classics

Aeschylus, Sophocles, Euripides, Aristophanes.

great dramatists - little known by Mid. Ages -

Dante, Boccaccio + Petrarch

1) Dante not Ren man, Mid. Ages.

2) Pet. + Boc

3) Lit. achievement - wrote in Italian, Florentine

Divine Comedy - Mid. ideas, summary of scholastic
Mid. Ages

Pet & Bocc - observe the world then

Revival of learning - Latin classics

not connected w/ P. P. + B.

A) ~~A~~ Their style - more like Mid. Ages.

Villon

Chaucer

} life around them
not much influence of L. classics

Shakespeare - more like Mid. Ages

Revival of learning - very little to do w/ great writings of
this period - continuity of influence
Greek Lit.

John Scotus Erigena

1284 -

not until 16th cen was there really any knowledge of Gk.

Humanism of Ren.

A) Same Period

1) Humanism always present in W. Culture

B) Ren.

1) blossoming in different periods

a) when Nationalism reached high point.

1. means of glorifying state

5/11/77 History

{ Frassart (1337-1404)
Communes (1445-1511)
Lampugnani 1260-1324
Villani 1276-1348

{ Biondi 1369-1444
Dagob 1380-1459
Bradi 1388-1463

Guicciardini 1483-1540
Machiavelli

Philosophy

Thomas Aquinas 1225-74

Roger Bacon OFM 1214-92

William of Ockham OFM 1280-1349

Marsilio Ficino 1433-99

Pico della Mirandola 1463-94

humanist 3

Sellery-

A) Renaissance - Historians

1) 2nd group - humanist historians

- a) wrote in Latin (Classical) not medieval
- b) use of classical Latin killed it as living language
- no longer able to evolve

2) 1st group wrote in vernacular

- a) not influenced by classical

3) ~~1st~~ Froissart - 100 yrs war - chivalry & upper class
- interested in human events

c) very astute observers

1. 100 yrs. ~~100~~ war - Crecy 1346, Agincourt 1415

a. English longbow defeats French

b. Medieval Historian would see defeat
as punishment from God for corruption

c. Renaissance (Froissart) explained in terms
of strategy

d) Commines - Belgian counsellor to Louis XI (1461-83)

1. Before was w/ Charles the Rash & Burgundy (A7d)
- wanted to expand kingdom.

2. observed all this - wrote it all down

e) Compagni - member of whites (Guelphs) for pope

f) Villani - " " Blacks (Ghibellines) for emp.

1. both in Florence - gave both side of story

g) these were not ~~works~~ that followed any form

3) 2nd group - influence by old Latin writers

a) only interested in Political ~~activity~~ history - following
classical form - not influenced by level of
learning

1. closed their eyes to the achievements of others.

4) 3rd group influenced by humanists (2nd group)

B) Philosophers

1st group

a) St. Thomas - valid notion of natural reason to reach truth

1. ~~Augustine~~ Augustine - the mind has to be enlightened by God to understand

a. PLATO said this call to kn. from above

b. ARISTOTLE "to deserve + use your mind"

2. ~~St. Thomas~~ Thomas agreed w/ Aristotle

b) Roger Bacon - science + observations

c) William of Ockham - humanist

1. can't learn except by collective ideas

a. scientific observation

2. can't prove existence of God - has to be enlightened

a. can't come to nature's truth

3. consequences

a. can only come to God if reveals to you.

1. mysticism - high communication w/ God.

2. destructive of theological speculation.

2) ~~1st~~ 2nd group

a) Marsilio - interested in reconciling Plato to Christian Philosophy

1. impossible - Plato says only reality in ideas (doxos)
world is not real - incarnation (God as flesh)

a. Christianity says "world" (γῆ) is good,
he sent his son.

5/13/77 Diplomacy

A) Originated in Renaissance as institution.
Dth cen. Italy

2) Italy - microcosm of modern states

a) Venice - Aristocratic Republic

b) Milan - duchy

c) Florence - Republic

d) Papal States - unswayable

e) Kingdom of Naples (1442 included Sicily
belonged to Aragon)

3) each state wanted to unite & control Italy
a) none strong enough.

4) Balance of Power

a) development of secular states of modern Europe

5) Venice - 1st to send Rep. to Rome (1438)

Rome became the place to go for info.

a) Bembo 1st permanent resident Embassy

B) Factors for development of Diplomacy

1) spread of Canon Law - only universal law

2) " " Roman "

3) Chivalry - common military Rules

a) all states agreed on these

b) made embassies possible

C) Names of Diplomatic Officials

1) Ambassador - important

2) Legate - church official

3) orator

a) sent from major power

4) procurators - could negotiate

5) Nuncios - messenger, no negotiating power,
made announcement

a) lesser official

c) Legat a la tere - from Pope, very powerful

D) Ambassadors

1) to pay respects or negotiate to single court

2) " " " " " " to different courts

3) double embassy - 2 ambassadors sent (special occasion)

a) no diplomatic immunities - subject to laws of country.

E) nature of ones

1) payed on day to day basis - payed when you got sick

a) had to be fairly wealthy

2) 1432 - bishop's son to pay respects to king of Poland (Bohemia)

a) took long time, needed retainers.

1. had to finance own trip

3) received by country w/ much ceremony

4) Arrival - deliver oration in Latin (review of learning)

to impress them with knowledge

a) Had to respect good ambassadors

5) negotiations

a) manifestation of power (official)

b) receiving power had to find out secret powers

6) Ambassadors with portfolio - very powerful

7) Zacharias Bengbo - first permanent Resident Ambassador to Rome.

11

May 18, 1977

Papacy's universal character hampered

- a) began to be seen as "French thing"
 - b) French men as cardinals
 - c) 70 years - 10 Pope - a French
- Why in Avignon (Clement)?

- a)
- b) solve affair of Templars
- c) impossible for Pope to return to Rome
 - 1) John XXII impossible
 - 2) Urban V decided to return- but revolt would not allow

During 100 yrs. War -

- a) development of professional mercenaries
 - 1) John Hawkwood - "free companies" tended to migrate to Italy @ time of peace
- 2) Ponsoturri -

Avignon - Babylonian Captivity

- a) couldn't get revenue to run govt
- b) resulted in

- 1) Organization of church's govt
- 2) centralization (14th peak)

- a. church court became supreme courts
- b. a university degrees recognized by Holy See

3) Taxation

a. Provisions

1. Filling in various benefices but giving money to secure right to be appointed

2. Benefices - Bishoprics, Abbot

b. Abuses

1. Pluralism - One man bishop in two separate places - revenues doubled -

Absentism - problem people not taken care of

2. Foreigners appointed in benefices - exodus of ~~the~~ money to other lands

3. loss of spiritual meaning to worship - shepherdless flock shattered - dominate

c) Good points

1. always disputes about who could take office

2. lay or king appointed man who wasn't fit for job

d) Income Tax (Anates) - Provision equal 1/10 revenue

1. principle good

2. ~~chaos~~ - confusion 1415th cen. ~~was~~ difficult to pay

3. revenues exacted from dioceses -

not always good but taxation not on income

4. money often extravagantly spent - by lower officials - Pope Hanneck turned off peoples of Europe

5. Germans felt greatest resentment - Germans take their religion very seriously - no central govt

6. Statute of Provision - English Parliament can't seek Provision w/o king permission

7. Statute of Praemunire

can't go to church ^{court} outside of country w/o king permission

— Abuses

1. Pluralism - mostly of cardinals & Archbishop

2. Absentism

3. Chorae pes cope - Vagabond Bishops for confirmation ^{etc.}

4. Pastors suffered most - in England priests became brewers to ^{eat} ~~became~~ also tended to seek company of women concubency.

5. Reforms.

- councils - Schism ended 1315
- council in Basle 1439

~~reestablish~~

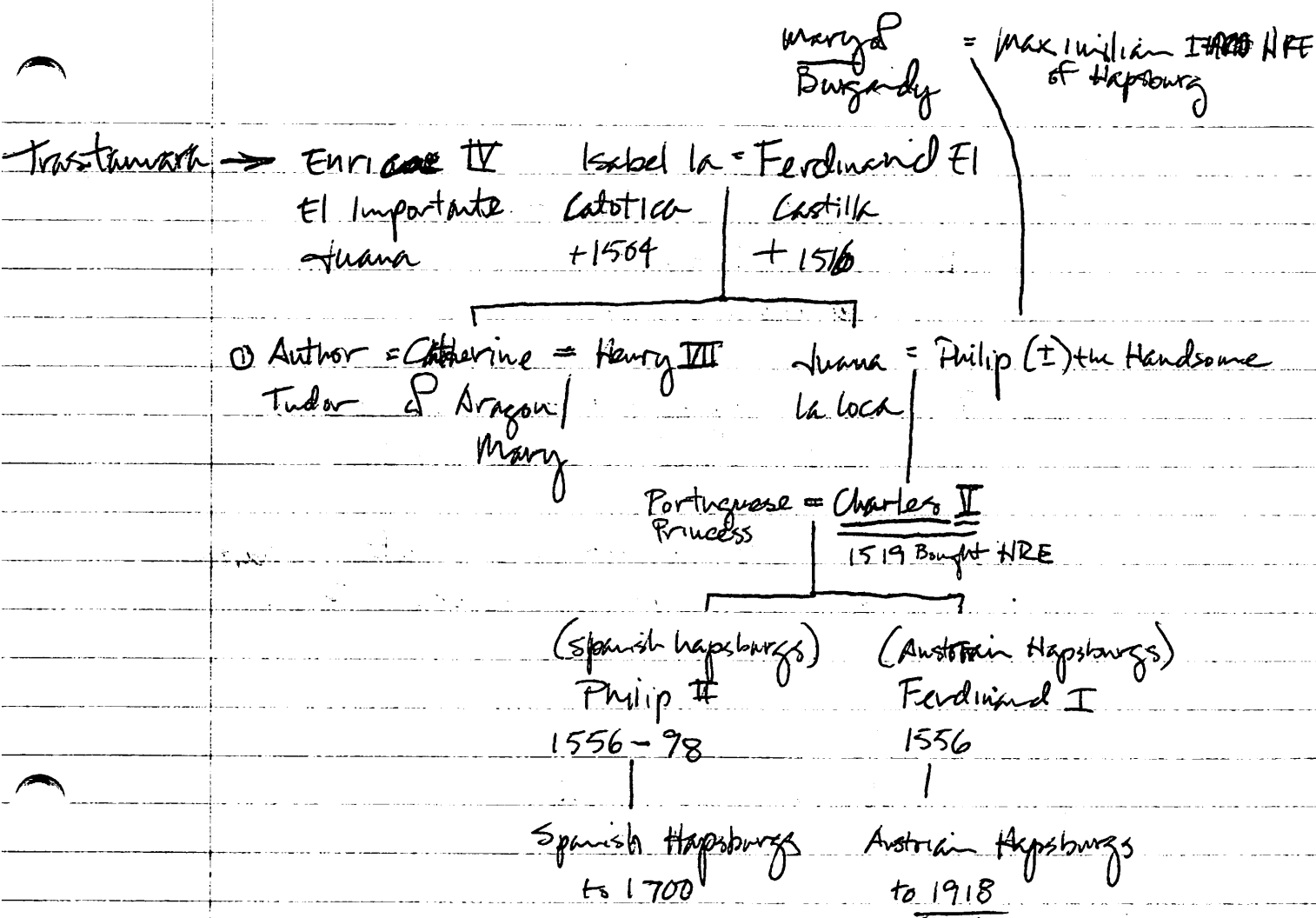
reestablish schism

13th - 16th cen. Popes lack sanctity

- most popes were canon lawyers legal mind
- when popes return to Rome -
- they got involved in politics of Italian states -- popes became just another Italian prince -

example

Julius VII (pope) led papal armies
(dancing army armor) in battle -



1516-1556 = Charles
15th cent. Spanish #1 power

① wealth

② strength of her army

(1542) Battle of Pavia

Fuggers - Charles borrowed money from the Fugger family
to bribe himself into HRE

- Borrowed money to -- Archbishop to forward
money for 1st year income tax - He preached
indulgences - set off Reformation

- HRE not strong

French humiliated by Hapsburgs -

① defeat of Hapsburgs -

② elevated themselves -

Rise of Ottoman Empire - 14th cen. began to
grow - originated from the far east

1526 - Fought battle of Mohács - defeats Charles -

1571 - Battle of Lepanto - Christian Princess -

England + Empire
Russia - mid 15th cen. Ivan III